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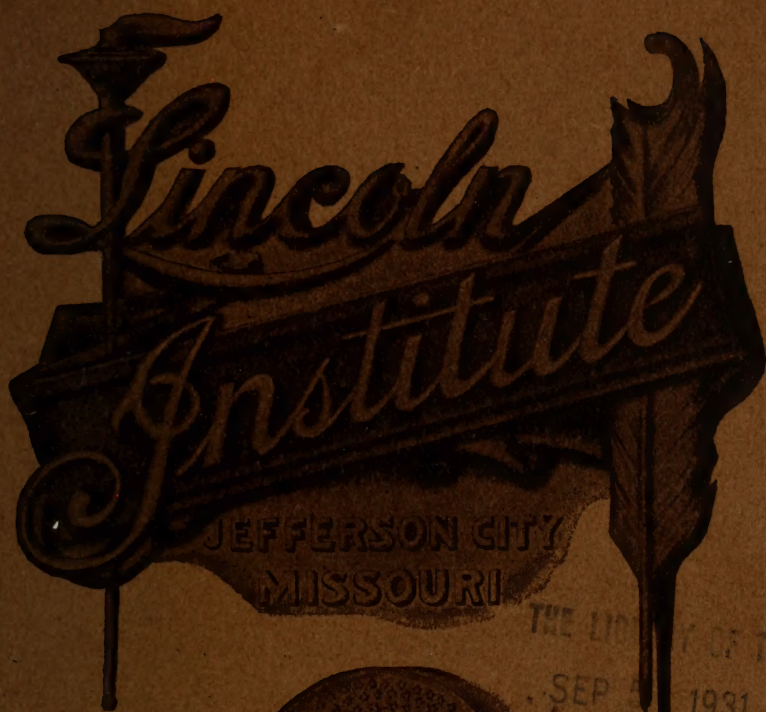






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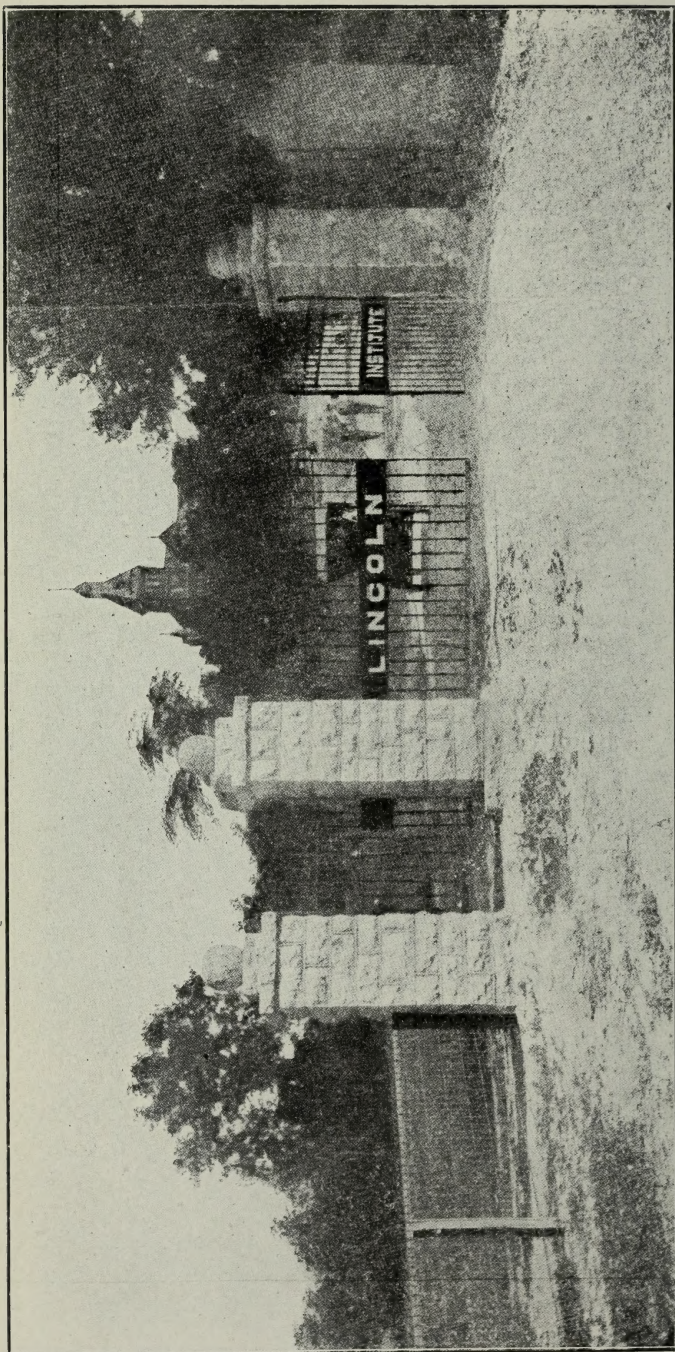
1916-1917

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LINCOLN INSTITUTE, JEFFERSON CITY, MO.

FORTY-FIFTH

ANNUAL CATALOGUE

OF

LINCOLN INSTITUTE

JEFFERSON CITY, MO.

1916-1917

DEMOCRAT PRINTING COMPANY  
JEFFERSON CITY, MO.





## Faculty And Officers For 1916-1917

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Benjamin Franklin Allen, A. B., A. M., LL. D. . . . . President  
Psychology, Sociology and Latin.  
Miss Gertrude Williams, Librarian and Registrar.  
Romeo Allen West, A. M., Secretary, Grounds and Buildings.

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### DIVISION OF EDUCATION.

President B. F. Allen, A. M., Educational Psychology, Logic and  
Director of the Training School, Rural Pedagogy.  
Miss Dorothy C. Guinn, A. B., Principles of Education, History of  
Education and Critic Teacher for Sixth and Seventh Grades.  
Miss Grace M. Hegeman, Primary Methods and Critic Teacher for  
First, Second and Third Grades.  
Mrs. Anna E. Ferrell, B. Pd., Methods of Teaching, Critic Teacher  
for Fourth and Fifth Grades.

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### DIVISION OF LANGUAGES AND HISTORY.

President B. F. Allen, A. M., Modern and Medieval History.  
Miss Theresa Smith, B. Pd., Ancient History and English.  
Miss Catherine D. Lealted, A. B., English and German.  
Miss Anna M. Powell, A. B. English and College Preparatory Latin.  
Miss Geraldine Hodges, Ph. B., Voice Culture and Expression.  
Miss D. Harriet Christburg, A. B., English and Civics.

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### DIVISION OF MATHEMATICS.

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James Alfred Jeffress, A. B., Trigonometry, Surveying and Algebra,  
Miss D. Harriet Christburg, A. B., Elementary Arithmetic.



B. F. ALLEN, LL. D., President.





## DIVISION OF SCIENCE AND AGRICULTURE.

President B. F. Allen, A. M., Economics.  
Henry S. Williams, A. B., Chemistry and first Year Science.  
J. W. Damel, M. Ph., Physics, Biology and Theoretical Agriculture.  
Thomas M. Hampton, Farm Management and Market Gardening.  
J. G. Lumpkin, Assistant in Agriculture and Dairying.  
Henry S. Williams, A. B., Geography and Nature Study.

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## DIVISION OF MUSIC.

Miss Florence G. Pigeon, B. S. D., Piano.  
Miss Marea L. Overstreet, B. Mus., Voice Culture, Chorus and Glee Clubs.  
Miss Geraldine Hodges, Ph. B., Physical Culture.  
Miss Henrietta Johnson, Violin.  
James Alfred Jeffress, A. B., Study Hall and Director of Orchestra.

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## DIVISION OF INDUSTRIES.

President B. F. Allen, A. M., Director, Economics.  
Miss Letitia M. Williams, B. S., Drawing, Design, Painting, Raffia, Basketry and Reed Work.  
Miss Susan Mae Adams, Domestic Science and Laundering.  
Miss Rena H. Branham, Domestic Art (Dressmaking, Millinery).  
Miss Nora L. Hingston, B. S. D., Domestic Art (Model and Plain Sewing and Art Needle Work).  
———, Machine Shop Practice and Automobile Construction.  
John W. Kinney, A. B., Wood Turning and Mechanical Drawing.  
Fred S. Sharp, Elementary Wood Work, Carpentry, Cabinet Making.  
Jordon E. Rose, Blacksmithing and Horeshoeing.  
John F. Bell, Tailoring.  
Julian C. Banks, Shoemaking.  
———, Concrete and Brick Work.  
———, Electrical Engineering.

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## DIVISION OF HOUSEKEEPING.

———, Matron for Boys and Men.  
Miss Rhoynette Webb, R. N., Matron for Girls and Women.  
Miss Henrietta Johnson, Assistant Matron for Girls and Women.  
———, Matron for Dining Hall and Food Expert.

## CALENDAR.

1916.

- September 2—Boarding Department opens; Saturday.  
September 4—10:30 a. m., Meeting of Faculty; Monday.  
September 5—Examinations for Admission; Tuesday.  
September 5—First Semester begins; Tuesday.  
September 8—8:00 p. m., Friday; Reception to Faculty and New Students.  
October 12—Columbus Day.  
November 30—Thanksgiving Day.  
December 25—Christmas.

1917.

- January 22—Examinations.  
January 26—First Semester ends; Friday.  
January 29—Second Semester begins; Monday.  
February 22—Washington's Birthday.  
May 30—Decoration Day.  
June 4-8—Examinations for Second Semester.  
June 5—Closing Exercises of the Training School.  
June 6—Exercises Junior Class, 8 p. m.  
June 8—Exhibition of Musical Department.  
June 10—Baccalaureate Services, 3 p. m.  
June 10—Address before the Y. M. C. A. and Y. W. C. A., 8 p. m.  
June 11—Exercises of Alumni Association; Monday, 8 p. m.  
June 11—Meeting of Alumni Association; Monday, 10 a. m.  
June 12—Exercises of the Graduates of the Half Course; Tuesday, 8 p. m.  
June 13—Exercises of the Senior Class; Wednesday, 8 p. m.  
June 14—Exercises of the B. F. Allen Literary Society; Thursday, 8 p. m.  
June 15—Commencement; Friday, 8 p. m.  
June 16—Second Semester Ends.

## BOARD OF REGENTS, LINCOLN INSTITUTE.

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Members.	Residence.	Appointed.	Term Expires.
J. E. Maughs,	Fulton.....	Feb. 13, 1912	Dec. 31, 1918
F. Guy Chinn,	Jefferson City.....	Feb. 13, 1913	Dec. 31, 1918
Thomas Roden,	Mexico.....	Feb. 13, 1913	Jan. 1, 1917
Col. C. C. Butler,	St. Louis.....	May, 1913	Jan. 1, 1917
T. S. Mosby,	Jefferson City.....	Jan. 1, 1915	Jan. 1, 1921
Capt. W. F. Chamberlain,	Hannibal..	Jan. 1, 1915	Jan. 1, 1921
Hon. Howard A. Gass, State Superintendent School (ex-officio) Jefferson City.			

### OFFICERS OF THE BOARD.

F. Guy Chinn.....	President
Thomas Roden .....	Vice-President
Hon. Sam B. Cook.....	Treasurer
Nelson C. Burch.....	Secretary

### EXECUTIVE COMMITTEE.

F. Guy Chinn, Chairman	
T. S. Mosby	J. E. Maughs
Col. C. C. Butler	



## HISTORICAL SKETCH

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In discussing the so-called "race question" and what has been done for the educational advancement of the Negro, both by the North and by the South, it is well to take into consideration what the Negro has done for himself.

Many schools have been established for Negroes by missionary societies of various Christian denominations and by the legislatures of every Southern State; and later many schools have been established by Negroes for themselves; but, perhaps, no one of the schools of any class has had a more interesting beginning than Lincoln Institute, which had its origin in a fund of \$6,379, contributed by the soldiers of the Sixty-second and Sixty-fifth Regiments of the United States Colored Infantry, whose first thought, when discharged from service, was to establish in Missouri a school where their children could enjoy the blessings of a useful education.

R. B. Foster, a New England white man, was principal of the school the first two years of its existence. He was succeeded by W. H. Payne, who held the position one year. Mr. Foster was re-elected and held the place for two years more. Prof. S. C. Mitchell, for years president of Wilberforce University, Ohio, served as president of Lincoln Institute several years.

Among the colored men who served for short periods are J. H. Jackson of Kentucky and E. A. Clark of Ohio. Inman E. Page was president of Lincoln Institute for eighteen years and resigned to accept the presidency of the State School for Colored People of Oklahoma. The present incumbent has been in charge of the school since 1902.

The Board of Trustees, ten in number, was organized June 8 and incorporated June 25, 1866, and the school was opened September 17, 1866.

In June, 1871, the main building was completed. It was a substantial brick building, 60x70 feet, three stories, conveniently arranged and eligibly located upon a prominent hill just outside the limits of Jefferson City, commanding a view of a large part of it. The grounds contain 20 acres. The farm contains 60 acres.

"The Legislature of 1879 appropriated \$15,000 for the support of the Institute, provided \$5,000 should be applied to the payment of its indebtedness. This appropriation was contained in the general appropriation bill, and was a grant to a corporation managing a charity. The Constitution provides: 'The General Assembly shall have no power to make any grant \* \* \* of public money or thing of value to any individual, association of individuals, municipal or other corporation whatever.' " The grant was in violation of that part of the Constitution just quoted. Governor Phelps, from whose message to the Legislature the above is taken, held the bill until the Board of Trustees met and unanimously voted to transfer the Institute to the State. The bill was immediately approved. This friendly act of the late Governor enabled the trustees to pay every dollar of the debt which for several years had embarrassed them, and to place the Institute on a more permanent basis.

Since the Institute became a State school the Legislature has not only made large appropriations for its maintenance, but has also given money to erect dormitories, to purchase scientific apparatus, to make additions to the library and to repair the main building.

By an act of the Thirty-fourth General Assembly a college and a college preparatory school were established in connection with the Institute.

The same assembly also passed an act which provides that the normal diplomas shall entitle their holders to teach in the schools of the State without further examinations; also that the graded certificates, which are granted upon the completion of the two years' course, shall entitle their holder to teach the several branches therein named

for a period of two years from the day of graduation. Provision is made in the act for annulling these diplomas and certificates whenever it is found necessary.

By an act of the Thirty-Sixth General Assembly an Industrial Department was established in connection with the Institute.

The main building was destroyed by fire on the first of August, 1894, but was soon replaced by a far more commodious structure, for the erection of which the Legislature appropriated the sum of \$40,000.

Since then the Legislature has appropriated at different times money to erect a dormitory for young men, one for the young women and a central heating plant. Lincoln Institute, therefore, is well equipped in buildings, as well as in teaching force, for the work she has to do.

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### BIOGRAPHICAL SKETCH.

Richard Baxter Foster, son of Richard and Irene Burroughs-Foster, was born at Hanover, N. H., October 25, 1826. He studied under his brother, Daniel, at Topkinton, Mass., and at home. He entered Darmouth College in the class of 1851. He was "separated" in 1860, but was given the degree of A. B. in 1867. Teacher in Mendon and Waverly, Ill., 1850-53. Pioneer, farmer, teacher, sawmill Man, Iowa and Nebraska, till he enlisted as a private in First Nebraska Infantry in 1862; First Lieutenant Sixty-second United States Colored Infantry, 1863, to January, 1866. Established Lincoln Institute, Jefferson City, Mo., in 1866, and continued connected with it until 1872. Went to Osborne, Kan., in May, 1872, sent by the American Home Missionary Society, where he was ordained August, 1872. Pastor of Osborne, Kan., 1872 to 1882; Red Cliff, Colo., 1882 to 1884; Milford, Kan., 1884 to 1888; Cheney, Kan., 1888 to 1890; Stillwater, Okla., 1890 to 1894; Perkins, Okla., 1894 to 1896; Okarche, Okla., 1896 to 1901. Married October 22, 1851, Jemima Leland Ewing, who died October 3, 1852, leaving one son, still living. Mar-



ried March 8, 1885, to Miss Lucy Reed. Ten children were born of this union, and six sons and two daughters are still living. He published a history of Lincoln Institute in 1872. Died in Okarche, Okla., April 26, 1901, of old age, aged seventy-five years.

## COLLEGE OF LETTERS AND SCIENCE.

This department was established that students who attend the Institute may pursue a collegiate course, the same as students at the State University at Columbia. Graduates of first-class high schools and any who pass a satisfactory examination will be admitted to his department.

Each student who completes the work in this course will be entitled to a diploma conferring the degree of Bachelor of Arts. Those who complete this course by substituting German and French or Spanish for Latin and Greek will be entitled the degree of Bachelor of Science.

One hundred and twenty semester hours are required of those who complete this course. The following is the course of study:

### Freshman Year.

Latin—Livy (Books XXI and XXII) ; Horace—Selections from the Odes, Satires and Epistles ; Germania et Agricola.

Greek—Memorabilia (Xenophon) ; Odyssey—(Homer) ; Apology and Crito—(Plato).

Mathematics—College Algebra (Wells) ; Trigonometry and Surveying (Wentworth).

### Sophomore Year.

Greek — De Corona (Demosthenes) ; Prometheus Bound.

French—Select Readings and Les Misérables (Hugo).

Latin—Cato Major and Laelius ; Tusculan Disputations (Cicero).

Mathematics—Analytical Geometry (Nichols) ; Calculus (Schnyder & Hutchinson).

Physics—(Carhart).

**Junior Class.**

German—Ein Practischer Anfang—Manfred; Bacon's German Grammar.

Rhetoric (Genung), and English Literature.

Astronomy (Young); Geology (Dana's New Text-book).

Chemistry—General Chemistry for Colleges (Smith).

Logic—(Taylor).

**Senior Class.**

Sociology—Carver.

Introduction to Economics—Seager.

Psychology (James); readings in Hall's Adolescence required.

German—Selections from best Authors.

History of Modern Europe—(Schwill).

Ethics—(Dewey & Tuft).

International Law—(Davis).

**SCHOOL OF EDUCATION.**

Sixty semester hours are required above the High School course. Eighty lessons must be taught in the Training School, under the supervision of three critic teachers by all who take this course.

The degree of B. Pd. and a life certificate to teach in the public schools of Missouri are given to those who complete the course satisfactorily.

**Junior Class.**

School Management and Administration.

Methods.

Logic ( $\frac{1}{2}$ ).

Economics ( $\frac{1}{2}$ ).

History of Education.

**Senior Class.**

The Study of the Mind. The Teacher. The Study of the Body and Its Health.

Rural Pedagogy.

Ethics.

High School Methods—Parker.  
 Sociology.  
 American History.  
 General Principles of Education.

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## DESCRIPTION OF THE COURSE IN EDUCATION.

### Psychology.

1. Elementary Psychology . . . . .  $\frac{1}{3}$  unit or  $2\frac{1}{2}$  hours.

This course should precede Training School work. It is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and of all the sense organs is studied in their relation to mental phenomena.

2. Advanced Psychology . . . . .  $2\frac{1}{2}$  hours

Presupposes Course 1, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions.

3. Educational Psychology . . . . .  $2\frac{1}{2}$  hours

Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature.

4. Psychology of Childhood . . . . .  $2\frac{1}{2}$  hours

This course, which deals with the physical and mental development of children, is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood and adolescence with special reference to their meaning for the teacher.



**Pedagogy.**5. Rural School Management..... $\frac{1}{3}$  unit

Considerable time will be devoted to the study of the State Course of Study, and among the other topics considered will be: The teacher, his qualifications, duties, and his obligations to the children and the community; school grounds, building and equipment; making the daily program; grading the school; school games and plays; method of class instruction; school law.

6. Rural School Methods..... $2\frac{2}{3}$  unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

7. Principles of Teaching..... $2\frac{1}{2}$  hours

Consideration will be given to the essential principles underlying and determining the whole educative process. Prerequisites: Elementary Psychology and School Administration.

8. Special Methods..... $2\frac{1}{2}$  hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study. Prerequisites: Psychology 1 and Pedagogy 7 and 9.

9. School Administration..... $2\frac{1}{2}$  hours or  $\frac{1}{3}$  unit

Required of graduates of first class high schools. This course may not be taken by students who have had course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Organization and graduation of schools. (c) Problems of class-

room management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

10. High School Problems.....2½ hours

This course will consider the history, aims and methods of secondary school teaching, also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

11. History of Education.....5 hours

Two quarters required for the diploma. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. This course will close with a brief study of modern school systems. Prerequisites: School Administration, Psychology, and Principles of Teaching.

12. Supervision of Instruction.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Institute. The third part will be taken up with some of the supervisor's important problems, such as: (a) Retardation of pupils. (b) Elimination of pupils. (c) Methods of promotion. (d) Vital school statistics. (e) Estimating the worth of a teacher. The course is open to principals, superintendents and others preparing for the work of supervision. Prerequisites: School Administration, Psychology and Principles of Teaching.

13. Educational Sociology.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems.

Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

14. Ethics.....21½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

15. History of Education in Missouri.....21½ hours

This course will include a detailed study of the history and organization of the various types of schools in the state. For example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

16. Modern School Systems.....21½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England, and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

17. Philosophy of Education.....21½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

**COLLEGE PREPARATORY DEPARTMENT.**

Sixteen units are required to complete this course.

Those who complete this course satisfactorily will be given a certificate of graduation which will admit them to the Freshman Class in the College of Letters and Science.

**First Year.**

English .....	5	Missouri History.....	3
Mathematics .....	5	Manual Training.....	2
Latin .....	5	Vocal Music .....	2

**Second Year.**

English .....	4	Physical Geography....	4
Mathematic .....	4	Vocal Music .....	2
Latin or German.....	4	Manual Training.....	2

**Third Year.**

English .....	4	Physics .....	4
Latin or German.....	5	Manual Training.....	2
Greek or French.....	4	Pedagogy .....	

**Fourth Year.**

Latin or German.....	5	Chemistry .....	5
Greek or French.....	5	Music .....	2
General History.....	4	English .....	5

**HIGH SCHOOL COURSE, 16 UNITS.**

This course is almost identical with the course prescribed for the Missouri High Schools by the State Department of Education. Graduates of this course will receive a diploma and will be admitted to the Junior Normal Class or the Freshman College Class.

**Freshman Class.**

English Grammar (two fifths) and Composition (one-fifth).

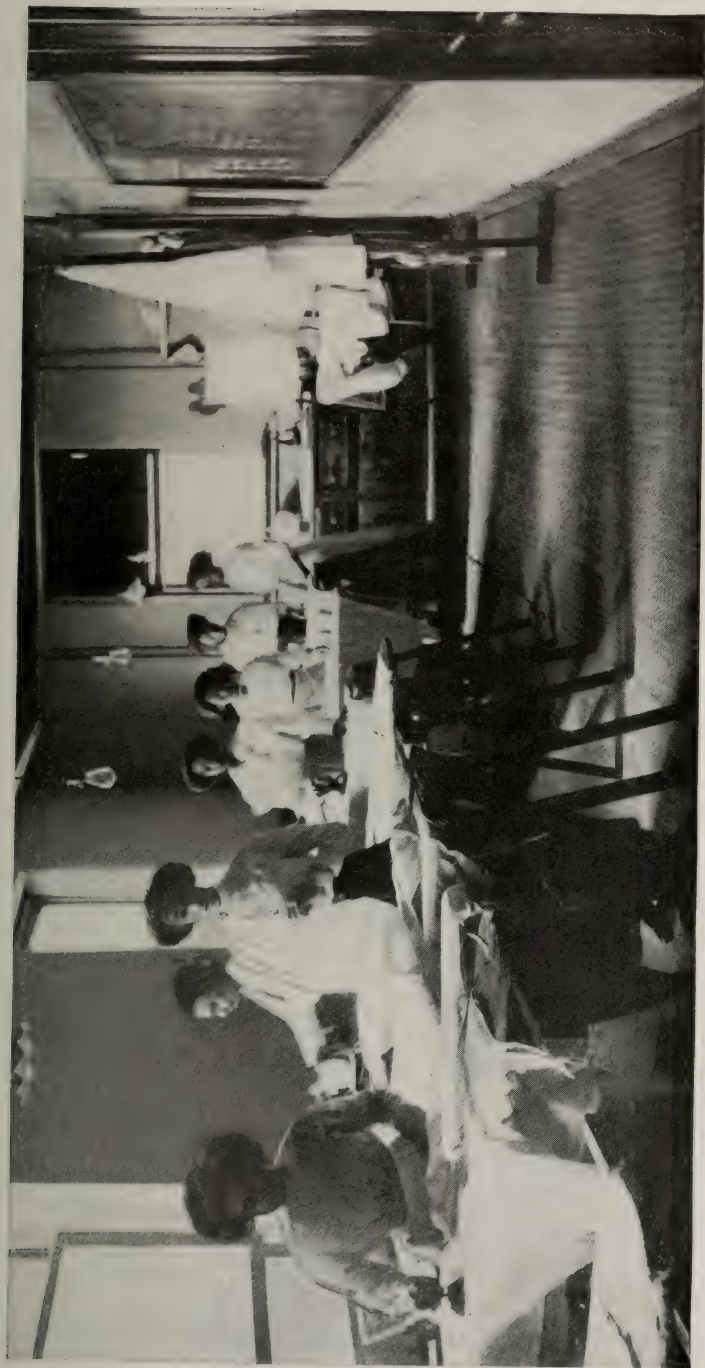
Latin.

Industrial Work (three-fifths).

Algebra.

Drawing.





IN THE IRONING ROOM.



First Year Science (two-fifths).

Ethics, Good Morals and Gentle Manners.

Literature (two-fifths).

**Sophomore Class.**

Botany (one-half).

English,—Composition and Rhetoric (one-half).

Literature (one-half).

Algebra completed.

Caesar and German (elective).

Ancient History.

Industrial Work or Agriculture (three-fifths).

Drawing (two-fifths).

**Junior Class.**

English—Composition and Rhetoric (two-fifths).

Literature (three-fifths).

Plane Geometry ( $1\frac{1}{2}$ ).

Solid Geometry ( $1\frac{1}{2}$ ).

Cicero or German (elective).

Physics.

Industrial Work (three-fifths).

Drawing (two-fifths).

History—Medieval and Modern.

**Senior Class.**

English Composition (one-fifth).

History of Literature (one-fifth)

Literature (three-fifths).

Chemistry, two double periods twice a week for laboratory practice ( $1\frac{1}{2}$ ).

Latin or German (elective).

English History ( $1\frac{1}{2}$ ).

Civil Government ( $1\frac{1}{2}$ .)

Trigonometry ( $1\frac{1}{2}$ ).

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**GRAMMAR SCHOOL COURSE.**

**“D” Class or Sixth Grade.**

English—Buell.

Reading—Baldwin and Bender, Book 7.

Nature Study.  
Arithmetic—Hamilton.  
Geography—Dodge  
Vocal Music.

**“C” Class or Seventh Grade.**

Reading—Baldwin and Bender, Book 8.  
Arithmetic—Hamilton.  
Geography—Complete—Dodge.  
English Grammar—Buell.  
Nature Study.  
Writing and Drawing.  
Vocal Music.

**“B” Class or Eighth Grade.**

Arithmetic—Hamilton.  
English Grammar—Buell.  
United States History—Fiske.  
Writing and Drawing.  
Reading—American Classics.  
Physiology—Conn.  
Vocal Music.

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**OUTLINED COURSE OF STUDY FOR TRAINING  
SCHOOL.**

**Class D. (First and Second Years.)**

- a. Reading, Spelling, Language.
- b. Nature Study, Literature, Language.
- c. Numbers.
- d. Writing and Drawing.

**Class C. (Third and Fourth Years.)**

- a. Reading, Spelling, Language.
- b. Nature Study, Literature.
- c. Arithmetic.

**Class B. (Fifth Year.)**

- a. Reading and Literature.
- b. Spelling.
- c. Language.
- d. Arithmetic.
- e. Geography.



## EXPLANATION OF THE COURSES.

Whenever the term "year" or "school year" is used, it means the school year of ten months or two hundred days.

The school year is divided into semesters of five months or one hundred days each.

A credit is the work of one semester; a unit is the work of one year or two semesters.

We use the term "unit" to measure all high school work.

The term "semester hour" is used to measure all subjects of normal and college grade.

Students usually carry four subjects a year, five times a week with a recitation period of fifty minutes in length.

One unit is equivalent to seven and one-half semester hours. Four units are equivalent to thirty semester hours. So that by carrying four studies successfully for one year, a student is credited with thirty semester hours in college and normal work.

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## SCHOOL OF HOME ECONOMICS.

### Two Units May Be Offered.

One unit may be offered, composed of the most important portions of the two units given below, or each of the units given below may be offered individually.

#### Cooking.

A unit in cooking should consist of (1) a study of the production, manufacture and composition of typical foods, their classification according to the food principles contained therein, and the study of the relation of these to the needs of the body; (2) a study of the fundamental scientific principles underlying the cookery processes and their application in the cooking of typical foods; (3) a study of the principles involved in the cleaning and caring

for the various sorts of utensils and materials found in the kitchen.

Owing to the fact that the course in cooking has not yet been definitely standardized, a detailed outline, which represents the work done in some of the best high schools is given. The teacher, in order to adapt it to local conditions, should judiciously make eliminations and additions, and should modify the order and emphasis.

The outline is as follows:

The Kitchen—

Recitation.—(1) Shape and size. (2) Equipment; desk and individual equipment; cupboard and group equipment; sinks and supply tables; refrigerator; burners and ranges. (3) Care of kitchen; reason for cleanliness; means of securing cleanliness; importance of order and system.

Laboratory Work.—(1) List and care for articles in desk. (2) Clean and conveniently arrange cupboards. (3) Care of sinks and supply tables by different girls—housekeepers. (4) Clean refrigerator. (5) Wash dishes and towels. (6) Care for burners and ranges. (7) Read gas meter. (8) Calculate cost of gas per hour. (9) Probable cost in home.

Fuels and their combustion—

Recitation.—(1) Kinds and classes. (2) Value of different fuels; calorific; economic; as to convenience. (3) Essentials of combustion. (4) Meaning of kindling points. (5) Products of combustion. (6) Causes and effects of incomplete combustion. (7) Need for extraordinary ventilation in the kitchen. (8) Different kinds of gas, carefully studied. (9) Study matches.

Laboratory Work.—(1) Note effect of closed and open mixer of burner; closed and open drafts of stoves. (2) Comparison of various methods of supplying oxygen for combustion. (3) Ventilate kitchen and class room. (4) Compare different types of burners.

Water—

Recitation.—(1) Kinds and composition. (2) Use



A CORNER IN THE DRESSMAKING DEPARTMENT.







THE ORCHESTRA.



as a cleaning agent; use as a medium in cooking; uses in the body. (3) Purification of water, including household methods. Treatment of hard waters.

Laboratory Work.—(1) Determine temperature of water when small bubbles begin to rise; when larger bubbles rise and break at the surface; when the whole surface is agitated. (2) Determine temperature of steam. (3) Determine temperature in double boiler. (4) Determine source of home and school water supply. (5) Soften water for cleaning. (6) Filter water through various mediums.

#### Fruits—

Recitation.—(1) Uses of various grades of fresh fruits. (2) Composition and value as food. (3) Processes of preparing fresh fruits. (4) Decay of fruits; cause and prevention of decay; means of destroying microorganisms; resistances of spores. (5) Methods of preserving fruits and vegetables; sorting; cleaning; storing; drying; sterilizing; use of sugar, spices, vinegar; low temperature; cold storage; fraudulent and harmful preservatives. (6) Uses of preserved fruits. (7) Comparison of fresh and preserved fruits and vegetables as to cost; as to food value. (8) Food laws governing sale of fresh and preserved fruits and vegetables. (9) Reading and interpreting all food labels.

Laboratory Work.—(1) Sort fruit for different purposes. (2) List fruits according to water content. (3) Cook fruits in various ways as boiling, baking, stewing, scalloping. (4) Observation of decay and mould of fruit. (5) Examination of bacteria and mold under microscope. (6) Determine conditions favoring and retarding growth of micro-organisms. (7) Can fruits and vegetables by different methods. (8) Preserve and pickle. (9) Extra sterilization. (10) Make jellies, butters, jams, etc. (11) Cook dried fruits; compare weight of fruit before and after soaking. (12) Make list of groceries which protect fruits from street dirt.

#### Vegetables—

Recitation.—(1) Composition. (2) Classes; according

to part of plant used; according to composition; according to flavor.

Laboratory Work.—(1) Preparation of different classes of vegetables—tomatoes, cabbage, potatoes, carrots, turnips, onions. (2) Different methods of boiling, steaming, stewing, creaming, baking, scalloping, sauteing. (3) White sauce for different purposes. (4) Cream soups. (5) Examine section of potato to see starch cells. (6) List ways of preventing lumping of starchy materials. (7) Determine thickening power of different starchy materials. (8) Use iodine test on different starchy foods. (9) Dextrinize flour—make toast, croutons, etc.

#### Starch—

Recitation.—(1) Structure and composition. (2) Various theories as to starch cell. (3) properties; effect of moist and dry heat; effect of acids; test for starch. (4) Digestion and value as food. (5) Method of cooking as related to composition. (6) Value of vegetables in the diet.

#### Cereals—

Recitation.—(1) Composition. (2) Value as food. (3) Structure. (4) Manufacture. (5) Kinds; comparative value and cost. (6) Effect of different methods of cooking on flavor and digestion. (7) Predigested cereals.

Laboratory Work.—(1) Cook different kinds of cereals by different methods, using fireless cooker if possible. (2) List amounts of different cereals that ten cents will buy; fruit combinations.

#### Sugar—

Recitation.—(1) Source, kinds and composition. (2) Manufacture of sugars and syrups. (3) Properties: effect of heat; moisture; dryness; effect of acid. (4) Digestion of confectionery. (6) Glucose.

Laboratory Work.—(1) Make syrup test with thermometer. (2) Make peanut brittle, fondant, caramel. (3) Make syrup, frosting, marguerites. (4) Make fudge, creams. (5) Figure cost of homemade and purchased



candies. (6) Trip to candy factory or kitchen, if possible.

#### Milk—

Recitation.—(1) Composition. (2) Value as food; value as casein; importance of nitrogen; nutritive value for young and adult. (3) Effect of heat; effect of high temperature in making cottage cheese and junket; relation of temperature of cooking to digestion; effect of pasteurizing and sterilizing on nutritive value and flavor. (4) Effect of acid, rennet, bacteria. (5) Care of milk; importance of cleanliness and low temperature; milk as a carrier of infection; dangers of old milk. (6) Milk as found on the market: modified, certified, condensed, and slightly condensed; malted, pasteurized, etc. (7) Factors in cost of milk. (8) Milk products: Effect of cleanliness and temperature on flavor. (9) Food laws concerning milk and milk products; inspection of dairies and wagons.

Laboratory Work.—(1) Separate milk into its parts. (2) Make: Butter, cottage cheese; junket; cocoa. (3) Sour milk and its use. (4) Skimmed milk, cost and use. (5) Compare scalded and boiled milk. (6) Visit a good dairy, if possible. (7) Investigate school and home milk supply.

#### Cheese—

Recitation.—(1) Composition. (2) Manufacture and kinds: value of bacteria and molds in producing flavor. (3) Digestion and value as food.

Laboratory Work.—(1) Make a collection of various cheeses.

#### Eggs—

Recitation.—(1) Composition. (2) Value as food: importance of albumin. (3) Structure. (4) Preservation: cause of decay; methods of preserving; means of testing. (5) Effect of heat and methods of cooking. (6) Economy in use of eggs; cost in different seasons; substitutes for eggs; commercial abuses. (7) Combinations: milk, eggs, cheese.

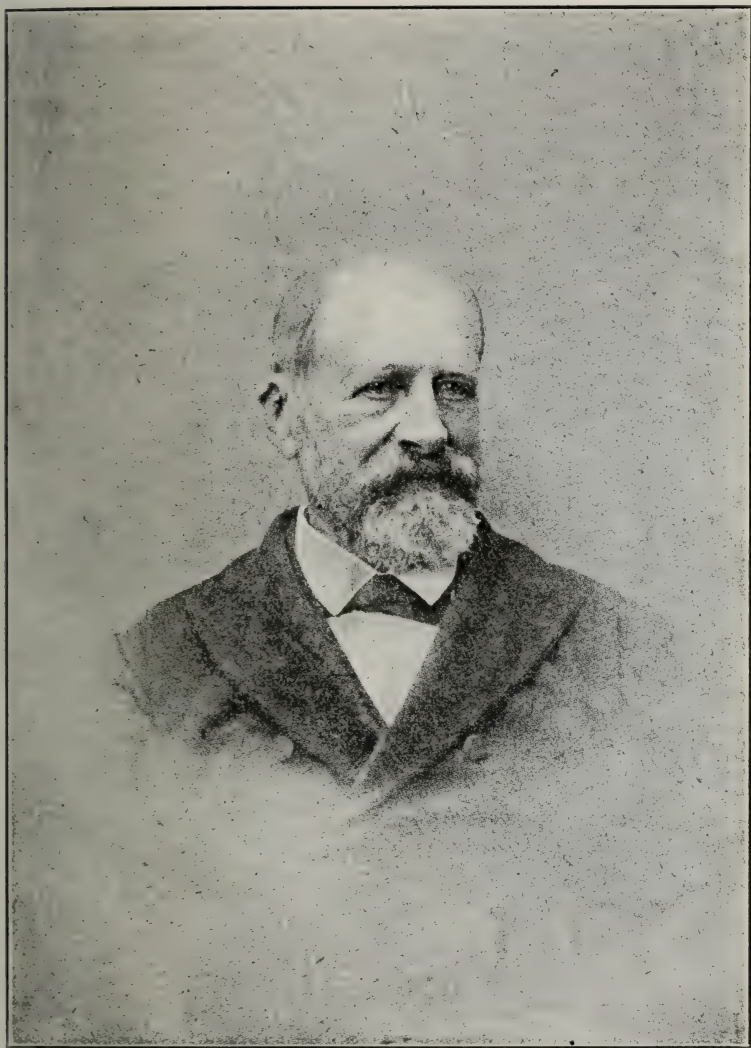
Laboratory Work.—(1) Preserve eggs for winter

use. (2) Test eggs for freshness. (3) Determine effect of different temperatures on eggs. (4) Cook eggs in different ways: soft and hard cooked; poached and omelets (5) Determine cost of egg dishes at different seasons. (6) Invalid dishes. (7) Make custards, rarebits, souffles, macaroni, rice and potatoes with cheese.

#### Meat—

Recitation.—(1) Structure. (2) Composition and nutritive value. (3) Selection of meat: freshness, age and condition of animal; location and cost of cuts; suitability of cut to purpose. (4) Flavor of meat: importance of extratives; ripening of meat. (5) Effect of heat: on connective tissues and wall of tubes: on juices or contents of tubes. (6) Reasons for cooking. (7) Methods of cooking: tender and tough cuts; retention of juices by searing. (8) Extraction of juices by soaking, etc. (9) Breaking up of connective tissues by cutting or grinding. (10) Removal of connective tissue by scraping. (11) Softening connective tissues by long, slow cooking in water. (12) Special methods of preparing and cooking veal, mutton, pork, poultry, fish, and special organs. (13) Use of left-overs: suitable combinations of flavor; dangers of food poisoning from stale meat. (4) Preservation of meat and uses of preserved meat: cold storage, canning, use of preservatives: relation to preservatives used to method of cooking. (15) Cost of meat: of different cuts and animals; at different seasons; as compared with meat substitutes. (16) Food laws concerning fresh and preserved meats.

Laboratory Work.—(1) Scrape tough and tender meat to determine structure and cause of toughness. (2) Experiment with meat to determine some of the constituents and their characteristics. (3) Examine cuts of meat used: as to location of bone; amount of fatty tissue; color and grain of muscle. (4) Make drawing of animal, showing location of cuts. (5) Visit meat market, if possible. (6) Preparation of tender cuts: broil, roast. (7) Preparation of tough cuts: make meat stock, various stock soups,



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beef juice, beef tea; make hamburger or loaf; make scraped meat sandwiches or meat balls; make pot roast, stew or fricassee. (8) Prepare veal, mutton, pork, poultry and fish, including oysters; different methods as sauteing, roasting, stewing, frying, creaming. (9) Make dressing for roast. (10) Make sauces for serving. (11) Use left-over meat in various ways, as scallop, meat pies, hash, sandwiches, etc. (12) List vegetables and seasonings that go well with different meats. (13) Cook bacon, "boiled" ham, corned beef, etc. (14) List cuts of meat according to price. (15) List foods that might be substituted for meat in the diet. (16) Meat extracts.

#### Fish—

Recitation. — (1) Sources and kinds. (2) How judged. (3) Dangers of old fish. (4) Preserved fish.

Laboratory Work.—(1) Cook fish in various ways. (2) Sauces: hollondaise, tartar, egg.

#### Gelatine—

Recitation.—(1) Source. (2) Commercial preparation. (3) Properties. (4) Composition. (5) Value as food: in carrying flavor; in furnishing nourishment; function in the body.

Laboratory Work.—(1) Make gelatine from meat and bone. (2) Make gelatine preparations using commercial gelatine; plain gelatine, charlottes, etc. (3) Compare fruit gelatine with "ready to use" preparations.

#### Legumes and Nuts—

Recitation.—(1) Composition. (2) Value as food: use as meat substitutes; digestion of.

Laboratory Work.—(1) Baked beans. (2) Dried pea or lentil soup. (3) Salted almonds and peanuts. (4) Collection of nuts in natural cases.

#### Fat—

Recitation.—(1) Composition. (2) Value as food: function in the body; digestion of fat and foods coated with fat. (3) Kinds, source, form. (4) Structure of fatty tissue. (5) Application of heat: danger of accidents in frying from combustion of fat, from expansion of moist-

ure; means of preventing fat soaking; scorching of fat. (6) Economy in using fat: cost of various kinds; butter substitutes for cooking; lard substitutes. (7) Food laws concerning various fats.

Laboratory Work.—(1) Render fat. (2) Determine temperature for frying cooked and uncooked materials. (3) Fry cooked and uncooked foods; use different fats. (4) Clarify fat. (5) Use partially decomposed fat for soap making. (6) Recognition of oils; olive, domestic and foreign; cottonseed oil; use lard substitutes.

#### Batter and Doughs—

Recitation. — (1) Flour: composition; kinds and classes, according to composition, according to process of manufacture, according to grain used; value of different classes, as food, for bread making. (2) Leavening agents and their action: air and steam, effect of heat, importance of elasticity of white of egg and gluten; carbon-dioxide, action of soda with sour milk, molasses, cream of tartar; action of baking powder, different kinds, effect of heat and moisture; action of yeast, different kinds, conditions favorable and unfavorable to growth, products of fermentation.

Laboratory Work.—(1) Determine main constituents of flour. (2) Determine properties of gluten and make gluten balls. (3) Visit flour mill, if possible. (4) Determine tests for different oven temperatures. (5) Make sponge cake and popovers. (6) Make cereal griddle cakes, muffins, cakes, biscuits, pastry, steam puddings. (7) Determine effect of combining soda with sour milk, soda with cream of tartar and baking powder with moisture. (8) Determine suitable temperature and food for yeast. (9) Compare flours and discuss varying results in gluten content. (10) Compare various national breads.

#### Bread—

Recitation.—(1) Methods of making: material used. (2) Relation to kind and condition of yeast. (3) Amount and kind of flour. (Reasons for kneading.) (5) Relation of temperature and mount of yeast to time. (6)

Baking: time and temperature; changes produced. (7) Care of bread after baked. (8) Souring and other undesirable changes in bread. (9) Comparison of homemade and baker's bread: need of standard; digestion of yeast breads, quick breads and toasts, nutritive value and cost of bread.

Laboratory Work. — (1) Bread making: short and long process; plain, whole wheat, graham, rye; plain and fancy rolls; bread with nuts or raisins. (2) Judge bread. (3) Visit bakery, if possible. (4) Determine cost of bread made. (5) Make toast, croutons, sandwiches, etc. (6) Macaroni and similar products. (7) Noodles.

#### Salads—

Recitation.—(1) Value in diet: as nourishment; as an appetizer; for furnishing variety; for the mineral of fresh fruits and vegetables; economic value. (2) Preparation: importance of freshness and crispness; importance of thorough washing of uncooked foods; importance of attractiveness in arrangement of color, form and texture, size of service, garnish; suitable combinations; considering flavor; food nutrients; digestion.

Laboratory Work.—(1) Select materials for salads. (2) Prepare materials for salads: salad plants; other materials, as spring fruits and vegetables, winter fruits and vegetables, meats, nuts, eggs and cheese, left-overs; cooked French and Mayonnaise salad dressings. (3) Attractively arrange materials. (4) Determine cost of salads made. (5) An exhibition of salads.

#### Frozen Dishes—

Recitation.—(1) Value of frozen dishes. (2) Make water ices, sherberts, ice cream and mousse. (3) Determine temperature of freezing mixture and frozen material. (4) Determine cost of desserts made. (5) Improvise freezer for individual use.

#### Beverages—

Recitation.—(1) Tea, coffee, cocoa, chocolate: important constituents; methods of preparation; buying and care in the home; substitutes; physiological effects. (2)

Fruit drinks: value of the diet, in sickness and health; kinds; national habits. (3) Special preparation for the sick: discussion of varying conditions and consequent needs; other methods of feeding.

Laboratory Work.—(1) Make tea and coffee; compare steeped and boiled tea and coffee. (2) Make cocoa and chocolate. (3) Make fruit drinks. (4) Make preparation used in liquid and semi-liquid diet. (5) Prepare invalid's tray. (6) Broths: stimulating preparations like beef juice, meat extracts, etc.; gluten breads, liquid egg foods; plain diets; uses of milk.

Summary—

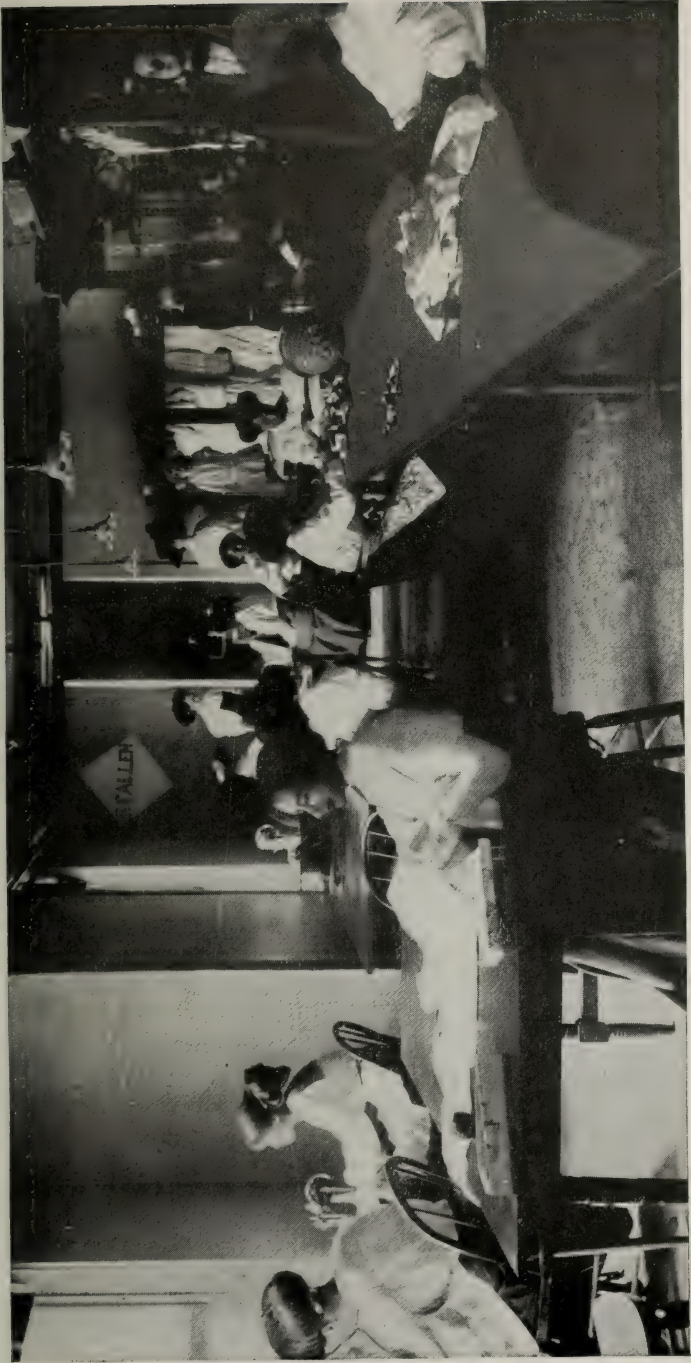
Recitation.—(1) Definition of food. (2) Classification of food according to food principles. (3) Temperature suitable for each class. (4) Digestion and assimilation of each class. (5) Value of food and food requirements: function of each class; comparative value of different foods; food value represented by calories; food requirements represented by blocks, figures or charts; food requirements for people of different ages and occupations; national and foreign investigations; dietary standards of various investigators. (6) Importance of purity of food. (7) Cost of food: comparative cost of different classes of food; cost of food at different seasons; relation of cost of food to total cost of living and to income.

Laboratory Work. — (1) Review notebooks. (2) Make classification of foods studied: list foods according to their protein fat and carbo-hydrate content; list foods rich in the different kinds of mineral matter. (3) Weigh portions of food that are equivalent in total nutrients, total protein, or that yield 100 calories, or that represent a Chittenden or Atwater meal. (4) Compare cost of different cooking lessons during the year.

### Sewing.

A unit in sewing should consist of (1) a study of the production and manufacture of the textile fabrics (cotton, wool, flax, silk), and methods of detecting the more usual forms of adulterations; (2) laboratory work in sewing





THE SEWING ROOM.



which should include hand work and machine stitches as applied to household articles and clothing, the drafting of patterns for undergarments and waists, and the use of commercial patterns. (3) Consideration of such problems as fitness of garments to purpose, color harmonies in dress, cost of the homemade garment versus the factory made garment, etc.

As in the case of cooking, the course in sewing has not as yet been definitely standardized, and therefore a detailed outline, which represents the work done in some of the best high schools, is given. The teacher, in order to adapt it to local conditions, should judiciously make eliminations, and should modify the order and emphasis.

The outline is as follows:

Equipment for sewing—

Recitation.—(1) Equipment needed for hand sewing. (2) The work box and its contents. (3) Construction and care of sewing machine. (4) Suitable chairs and tables. (5) Lighting of the room.

Laboratory Work.—(1) Select and list price of individual sewing equipment. (2) Clean, oil, understand and use machine and attachments.

Use or Purpose of Clothing—

Recitation.—(1) Fulfillment of purpose: under the outer garments. (2) Suitability of clothing for various occasions, such as business, home, sick room. (3) Clothing in relation to health: effect of too little and too much clothing; effect of pressure; loosely and closely woven fabrics, non-porus clothing.

Laboratory Work.—(1) Collect references to and pictures of clothing of primitive and modern times. (2) Possible trip to store to see fabrics and garments. (3) Criticize own clothing on basis of purpose. (4) Plan clothing for various seasons and occasions.

Materials Used—

Recitation.—(1) Cotton, wool, flax, silk: structure and composition; effect of heat, acids, alkalies, moisture, light; conductive and absorptive properties of the differ-

ent fibres; suitability of each for under and outer clothing; manufacture of the fibres into clothing; bleaching, dyeing, printing, mercerizing. (2) Use of uncommon fibres, such as jute, ramie, pineapples, cocoanut, vegetable silk. (3) Leather, fur and rubber as materials for clothing.

Laboratory Work.—(1) Collect samples of raw materials. (2) Examine fibres. (3) Test samples to determine quality; fibre or fibres present, closeness of weave, adulterants. (4) Determine characteristics of warp and woof of cloth. (5) Make textile collections, illustrating the variety, quality, price, possible use and enduring probabilities, under test of elements, chemicals, and laundering of finished products of different fibres.

Selection of Materials for Class Use for Articles or Garments—

Recitations. — (1) Purpose, cost, durability. (2) Width, amount, allowing for shrinkage. (3) Color, design, weave and finish. (4) Genuineness, quality. (5) For trimming: comparative value of hand and machine work; desirable qualities for trimmings, including good edge and simple design; kinds of embroidery, laces, drawnwork, etc.; harmony of material and trimming in quality and color; inappropriateness of color in trimming undergarments.

Laboratory Work.—(1) Examine samples and discuss suitability. (2) Combine samples of textile fabrics to show suitable color, quality and finish for suits for different occasions and individuals. (3) Buy materials for articles to be made. (4) Select trimmings, thread, etc. (5) List cost of materials. (6) Study design in embroidery, laces, and other ornamentation.

Selection of Design for Making—

Recitation.—(1) Purpose of article. (2) Form and size of individual. (3) Personality and occupation of individual. (4) Artistic effect: good lines; good color combinations; effect of light on materials of various color, quality, finish. (5) Time and money to expend on making and laundering. (6) Examine ready-made garments in



forms, workmanship, material, cost. (7) In cost of production ascertain expense, profit in labor, in equipment, in capital. (8) Determining cost to class of materials; to time consumed. (9) Compare result with shop article of same cost; and cost with shop article of same quality. (10) Summarize data and comment thereon.

Laboratory Work.—(1) Make design for garments. (2) Take measures. (3) Draft patterns. (4) Compare and use drafted and bought patterns. (5) Criticize designs for clothing in magazines and papers. (6) Small articles of attire, conveniences for travel, for desk, room or house; the dressing of a doll for some needy child; the making of a garment for a child in need. (These ought to be made by a group of students together, the work should be dainty and parts regarded in relation to the whole. Beauty of effect should be ensured through simplicity in design and excellence in workmanship, even with crude or commonplace materials.) (7) Process in work: pattern placed together; examined in comparison with one blocked earlier; material examined for warp, woof, lengthwise, crosswise, bias, selvage; implications, comfort in wearing, hanging well and retaining shape and laundering; discuss and illustrate types of seams and finishings, select in accordance with purpose; cut, baste, sew, finish, examine; state in writing judgment of work and disclosed needs of worker.

#### Cutting—

Recitation.—(1) Economy. (2) Matching pattern in cloth. (3) Arrangement of pattern with weave.

Laboratory Work.—Cut out garments.

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### SCHOOL OF MECHANICAL ENGINEERING.

Two units may be offered.

#### Woodworking.

In the outline, given below, of a one year course in woodworking, the work has been arranged in groups. Each group contains a number of problems involving the

same process. The arrangement provides for the uneven progress of the class, and the teacher is able to keep all members of the class engaged on the same type of work, although working on different objects. A number of supplementary exercises should be provided. The student may be permitted to make almost any object which involves the processes of principles of the group in which the class is working. The subject matter is indicated under the heading "Processes."

Group 1. Giving the first use of the saw and the laying-out tools, such as the gage, try-square and rule.

Processes.—Measuring, squaring, gaging, sawing, boring, making dowel.

Problem.—Game board, counting board, laundry list, puzzle, etc.

Group 11.—Emphasizing the first use of the plane.

Processes.—Planing: surface edge, to dimensions, chamfering.

Problem.—Swing-board, hat rack, bread-cutting board, etc.

Group III. Teaching the first use of the chisel.

Processes.—Vertical chiseling, gouging, paring, sharpening chisel.

Problem.—Shelf and brush-rack, tray, sleeve-board, etc.

Group IV. Involving "form-work" and the first use of the spoke-shave.

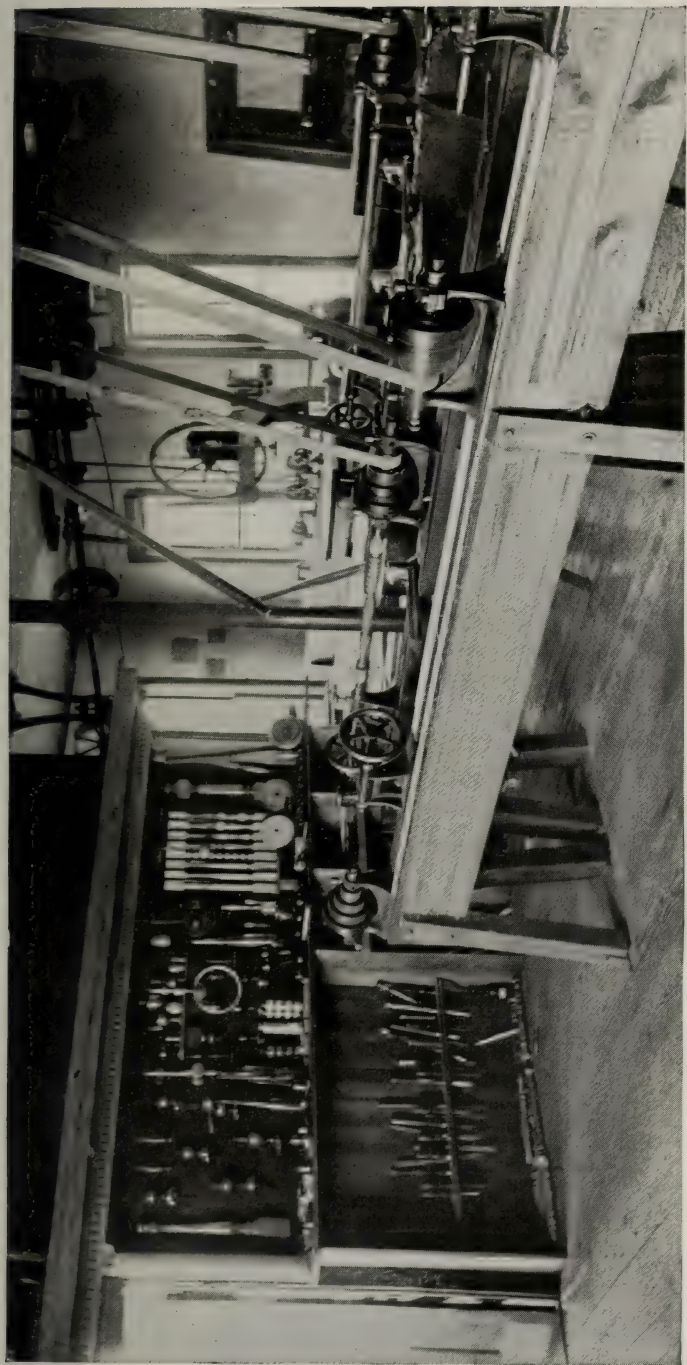
Processes.—Bow-sawing, modeling, sand-papering.

Problem.—Coat hanger, tool-handle, canoe paddle, etc.

Group V. The construction of objects by means of some form of the groove joint.

Processes.—Housing, halving, nailing, carving, finishing.

Problem.—Waterwheel, test-tube rack, book-rack, flower-pot stand, loom, sled, box-trap, bracket-shelf, knife-polishing board, towel roller, etc.



THE WOOD-TURNING SHOP.





Group VI. More exact work in planing in order to make a glue joint.

Processes.—Planing joints, gluing, clamping.

Problem.—Bread-molding board, drawing board, bench-hook, etc.

Group VII. Construction by means of the mortise-and-tenon joint.

Processes.—Laying out duplicate pieces, cutting a mortise, sawing tenon, finishing.

Problem.—Stool, plant-stand, taboret, umbrella rack, table, etc.

Group VIII. Construction involving the mitre joint.

Processes.—Planning parallel edges and sides, use of mitre-box, laying out brace.

Problem.—Mitre-box, framing a picture, box, bracket, etc.

Group IX. Elementary cabinet making involving the use of panel.

Processes.—Plowing, fitting, putting on hinges.

Problem.—Sewing cabinet, music cabinet, plate-rack, screen, book-case, etc.

In taking the course outlined, the student should learn the following:

With references to **tools**.—(1) To use the rule in measuring and dividing spaces. (2) How and when to use knife and pencil in laying out work. (3) To use dividers or compasses to draw arcs or divide spaces. (4) To use try-square to lay out work and to test work. (5) To use, adjust and sharpen jack plane and block plane. (6) When and how to use cross-cutting saw, rip saw and back saw, together with a knowledge of the distinguishing characteristics of these saws and the reasons for these differences. (7) To use and sharpen chisels. (8) To use hammer and nail set. (9) To use screw driver and counter-sink for setting screws. (10) To use brace and bit, and also how sizes of bits are designated. (11) How and when to use spoke-shave, file and sandpaper. (12) To use gouge. (13) To name all of the tools used.

With reference to **processes**.—(1) To make, mark and use a working corner. (2) To take proper steps in making a board a given length, width and thickness. (3) To detect direction of grain and use this knoweldge. (4) To lay out and bore a hole through a board. How to bore to depths. (5) To plane a surface true. (6) To lay out and make a chamfered corner. (7) To lay out and make a rounded corner. 8) To make a “butt” joint. (9) To lay out and make properly a housed or dado joint. (10) To lay out and make properly a cross-lap joint. (11) To lay out and make properly a “mortise and tenon” joint. (12) To make a glue joint. (13) To lay out and make miter joint. (14) To construct a panel. (15) To apply simple finishes.

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### DRAWING.

#### Two Units May Be Offered.

The outline below recently adopted by the North Central Association of Colleges and Secondary Schools, indicates the nature of the work which should be included in the two units of Drawing. While the work is not separated here into a first and second year, the more elementary forms of each phase of the subject should be selected for the first year. Approximately one-third the time should be given to representative drawing and two-thirds to decorative designs, construction and applied design.

The outline is as follows:

**Pictorial.**—Plant Study (flowers, sprays of leaves, seeds, pods, etc.). **Object Study**—Landscape (roof studies, buildings, etc.). **Pose drawing.** **Composition.**

**Decorative Composition.**—Plant forms, object study, landscape, pose.

**Decorative Design.**—Plant analysis (for the purpose of design).

Conventionalized plant forms, Decorative units, borders, surfaces, corners, rosettes, posters, book covers, etc.

Stencils, wood block printing. Historic ornament. Arrangement of straight lines, and of straight and curved lines. Geometric designs. Lettering, illuminating. Schemes for interior decoration.

Constructive Design.—Designs for pottery, leather, metal, book binding, furniture, cardboard construction, textiles, etc.

Crafts—Pottery, leather work, metal work, book binding, furniture. (Choice of one or more of the above crafts.)

Applied Design.—Design applied to the crafts and to cardboard, textiles, etc.

Illustration.

Talks on History and Industry of Art, on Civic Planning, Domestic Architecture, Decoration.

Instrumental drawing to be given as needed to meet the requirements of practical designing and construction.

Note.—Mediums use: Pencil, charcoal, water colors, crayons, brush, India ink, and a combination of pure mediums.

It is desirable to accentuate the life interest in these subjects as well as the technical achievement. Taught from the standpoint of their social interest, these topics may be made of great benefit in the adjustment of the student to the social life. For example, in constructive design the problem of the house could be studied from the viewpoints of convenience, suitability, cost, appearance, etc. Under decorative design, schemes for the interior decoration of one or more rooms in the individual pupil's house (as planned above) could be worked out. This idea might be extended to embrace business houses, factories, etc.

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### MECHANICAL DRAWING.

The outline of a unit in Mechanical Drawing is given below. In all pencil drawing with instruments, great care should be taken to make sharp lines with accurate intersections. Do not delay precision till ink is used.

In the first half year, such as the following should be studied:

Straight lines.—Use of T-square, triangles, pencil, ruling pen, dividers, and scale; conventional lines; free-hand working sketches.

Circles.—Use of compasses; center lines; cross hatching.

Tangents.—Location of centers and points of tangency.

Planes of projection.—Elementary principles of projection; projections of simple geometric figures.

Revolution of objects.—“Views” of objects in simple and inclined positions.

Developments.—Prism; cylinder; pyramid; cone.

In the second half year, such as the following should be studied:

Intersections.—Axes in the same plane; axes in different planes.

Isometric and cabinet drawing.

Freehand and mechanical lettering.—Placing; form; slant; spacing; stroke.

Working drawings.—Furniture.

Working drawings.—Machine parts.

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## BLACKSMITHING.

Two units may be offered.

**First Year.**—The course of exercises begins with welding and forging old tire iron or old horseshoes into a square rod, out of which are made hooks, links, staples, clevises, tongs.

**Second Year.**—Marking and shaping horseshoes, practical horseshoeing, toolmaking, tempering and ornamental work.

The work of horseshoeing includes lectures on the anatomy of hoofs, diseases of the feet; making special shoes to overcome such defects as corns and quarter cracks.



**MACHINE AND ENGINEERING COURSE.**

Two units may be offered.

**First Year.**

Care of shop, name and care of machines and tools, such as various files, straight ball and cross pins, hammers, vice work in chipping and filing, clamping of rough and smooth work, brass and soft metals, various cold chisels and how they are ground; 2-foot rule, 6 and 12-inch steel scale and square; theory class and mechanical drawing.

Clamping work in shaper for straight and angle cutting, laying off work for drill press, speeding drills for wrought iron and steel; stropping work on planer; special study on the slide-valve steam engine and action of steam on piston; the throttling flywheel governor and oiling engine; theory and mechanical drawing.

Correct centering for lathe work; practice in straight, oval and angle turning; making screens and spindles of different kinds; use of diamond, round and parting tool; grinding and tempering various steels; file and emery cloth in polishing; dividers, outside calipers; theory class and mechanical drawing.

**Second Year.**

Setting engine and horizontal tubular boilers; hoisting stacks; firing; method of coal spreading and placing wood; care and repair of furnace; feed pumps and injectors; valve grinding, water and steam gauges, columns, traps and separators; theory class and mechanical drawing.

Lathe turning for sinking fists; Vernier calipers; hoisting and lining shafts; calculating speed of pulleys and belts; inside boring, turning and threading; turning napkin rings, cups, dumb-bells and sandle stands; theory class and mechanical drawing.

The student constructs a complete machine as an illustration of the principles involved, and as a test of his knowledge of the principles already studied.

## COURSE IN AUTOMOBILE TRAINING.

One unit is offered.

The object of our Automobile course is to train ambitious young men to become chauffeurs and automobile repair men. We believe that no man should be allowed to drive a car unless he can master it. If one understands thoroughly the principles and mechanism of any car, better results as a driver will be obtained.

### COURSE OF STUDY.

#### First Year.

Gasoline automobile engine; care of garage; name and care of tools; single and double acting combustion engine; gasoline engine cycle; four and two-cycle principle; operation of a tree-port-two-cycle-engine; arrangement and order of explosion of a four and six-cylinder engine; types of cylinders; cylinders cast separately, in pairs and in block; units; power plant; engine three and four point suspension.

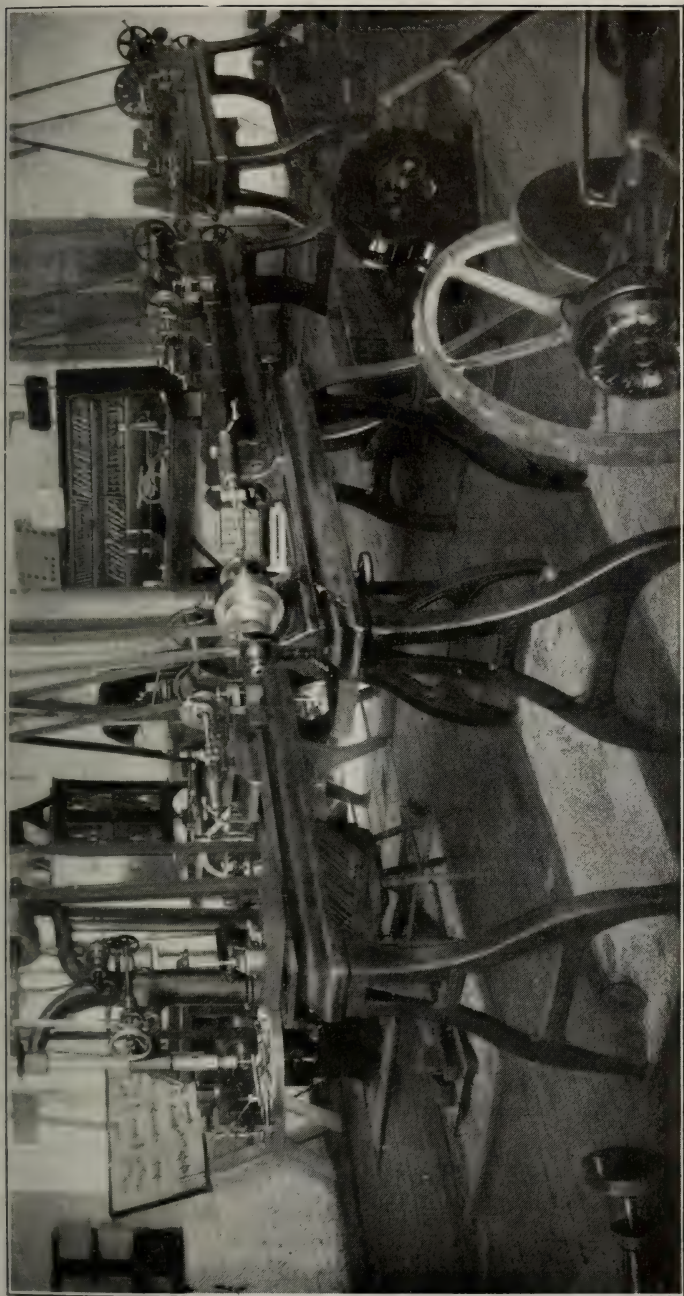
General assembly and classification of the automobile; method of propelling; steering wheel and its accessories; gear shifting and change speed-lever; types and classification of bodies, windshield and tops; wheels, front and rear axle housing; classification of springs and shock absorbers; frame, torison and raidus rods.

General construction of crank-case, piston and piston-ringer; crank-shaft and connecting rods; values and value mechanism; cooling system; fans; radiators, forced and thremo-syphon cooling system; freezing point of chemical mixtures.

#### Second Year.

Automobile carburetor; principles and classifications of the float-feed and compensating-carburetor; combustion; feed and fuel tanks; specific gravity and vaporization of liquids.

Electric Hinton; conductors; non-conductors; resistance and insulators, voltanic vells, magnet and magnetism; classification of batteries; series of parallel-connection; armature; battery; charging.



MACHINE SHOP.





Spark appliance; spark plug, auxiliary spark gap; timers; distribution; magneto, armature and commutator.

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### SHOEMAKING.

One unit is offered.

The course is mapped out to cover a period of three years, and is intended to give the student thorough training in making and repairing shoes. Most of the repairing for the school is done in the shop, and many shoes are made. This work gives the student a great amount of practice. Any bright student can finish the course in one or two years.

#### First Year.

Thread breaking; making ends, making different stitches; care and use of tools; patching.

Preparing leather for use; soling and heeling nailed shoes; study of different parts of shoes; invisible patching.

Study of different kinds of leather; half-soling sewed shoes; method of putting together different kinds of shoes; drawing and industrial classes during the year.

#### Second Year.

Review of first year's work; building heels to suit the wearer; repairing pump shoes.

Cutting leather to the best advantage; bottoming shoes; selecting and grading leather.

Putting uppers together; problems in shoemaking; methods of conducting a shop; drawing and industrial classes during the year.

#### Third Year.

Making shoes to suit the customer's foot; upper making; shoes for cripples, etc.

Study of shoes of different styles; general repairing; business methods.

Drafting; business methods; general review.

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### TAILORING.

One unit may be offered.

The aim of this department is to make practical

tailors for positions either as journeymen or as managers of shops. While the course is mapped out for three years, any bright student can finish it in a shorter period. The aim is to advance a student as rapidly as his ability will permit. Upon completion of the prescribed course, certificates are given, and the graduate is recommended as being thoroughly qualified for either of the above positions.

### **First Year.**

Care of the shop; position on board; practice in the use of needle and thimble in basting; backstitching, fell-ing, serging; the size of needles needed for the various stitches.

Buttonholes, first without grimp; French narrow and English broad holes; pocket-tacking with bars and crowfeet; lining-tacking with herringbone, chain stitching and other fancy stitches; stating various styles of putting on buttons.

Simple work in busheling, including different styles of patches and darning; cleaning and pressing of garments; studies in the chemistry of cleaning; practice on the machine; its regulation and care; theory classes on making trousers; making the pockets and other parts of trousers.

### **Second Year.**

Overall pants; joining and shaping of trousers; artistic finishing; breeches making; altering garments to produce any desired effect.

Vest pockets; edge stay fitting, collar and lapel padding; plain vest sewing.

Fancy vests with and without collars, single and double-breasted; making coat pockets, canvasses and sleeves.

### **Third Year.**

Making single and double-breasted sack coats to try on, and fitting same; taking measure and drafting trousers.

Frock coats; waistcoat drafting; the various styles of collars and fronts for overcoats.

This term is given mainly to theory classes on shop management and economy; drafting and fitting of ill-formed figures; economy in cutting; study of materials, trade talks.

The following are ribbons won by the Lincoln Institute Exhibit at the State Fair in Sedalia, 1915:

Tailoring—2 Blue, 1 Red, 1 White.

Shoemaking—1 Blue.

Blacksmithing—1 Red.

Carpentry—1 Blue, 1 Red.

Machinery—1 Blue.

Woodturning—1 Blue.

Plain Sewing—1 Blue.

Dressmaking—1 Red, 1 White.

The Lincoln Institute Bulletin is published semi-monthly during the scholastic year in the interest of the school. Graduates and friends who would keep up with the student and faculty life and activities would do well to subscribe for it. Cost is only 50 cents per school year.

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## BRICKLAYING, CEMENT AND CONCRETE

### FIRST YEAR.

1a. **First Term.**—Bricklaying. Spreading mortar. Backing up 9" and 13" walls. Corner of 4" wall. 4" wall. 9" wall. Inside corner 4" wall. Inside 4" wall. 13" wall. 17" wall. 9" wall with inside flue. 13" wall with outside flue and pilasters. 9" wall with intersections. 13" wall with 9" intersections. 9"x9" flue and double 9"x9" flue.

Cement and Concrete. Limes, puzzolans, and natural cements. History, manufacture, use, cost, and specifications for these materials. Portland cement: Definition, characteristics, strength, endurance, chemical properties, discovery and development, and manufacture. Testing Portland cement: Specific gravity, fineness, setting qualities, soundness or constancy of volume. Strength tests, comparisons.

1b. **Second Term.**—Bricklaying. Rowlock, stretcher, and bonded segmental arches for 9" and 13" walls. 9" wall

with window frame. 13" wall with door and window frames. 9" Flemish bond wall. Pilasters and chimney corbeled out on 9" wall. 13" wall with dentils. Rowlock and bonded semi-circular arches. 13" wall with door and window frame with relieving arches. Flat or jack arches. Fireproofing tile.

Cement and Concrete. Sand: Testing for fineness, purity, strength, and voids. Stone: Testing for size, hardness, durability, and abrasion and voids. Proportions of concrete. Determining amount of over-run. Mixing and placing. Water for concrete; purity, temperature, and quantity. Testing plain concrete for compression, shear, and tension.

1c. **Third Term.**—Bricklaying. Gothic arches. Rough fireplace. 13" wall with fireplace. Flat arches. Pilasters and cornice. Square bay windows. Octagonal brick corners. Octagonal bay window. Octagonal stack. 4" veneered wall. Tothing out and filling in. Underpinning 9" wall. English, Dutch, and double Flemish bonds. Quoins and belt courses. Paving.

Cement and Concrete. Forms: How to build, when and how to take off. Foundations, footings, piers, steps, sidewalks, and floors. How to make and lay concrete blocks. Computing amount of materials used.

## SECOND YEAR.

2a. **First Term.**—Bricklaying. Buttered work. 4" wall. Segmental arch. 9" wall with pilasters. 13" wall with corbeled pilasters and cornice. Chimney with 9"x9" flue and 9"x12" flue. 9" wall Flemish bond. Bonded semi-circular arch. Flat arch. 9" wall with quoins and bull's-eye. Fireplace. Panels.

Cement and Concrete. General principles of statics and mechanics of structures. Characteristics of steel. Theory of reinforced concrete. Design of beams, slabs, girders; columns, and footings. Making test beams, slabs, girders, and columns.

2b. **Second Term.**—Bricklaying. Bonded flat arch. Bishop's cap with gable and cornice. Basket weave bond. Panel designs of plaster and brick. Diamond patterns.



Elliptical arch. Roman brick. Enamel brick. Fire brick work.

Cement and Concrete. Principles of arches. Design of arches and retaining walls. General building construction in actual building of beams, slabs, girders, columns, arches, and retaining walls.

2c. **Third Term.**—Bricklaying. First story of house, store fronts, library fronts. Combinations of previous exercises.

Cement and Concrete. Cost data on reinforced concrete work. Finishing of surface. Waterproofing. Effect of alkalies, electrolysis, acids, and fire on concrete. Failures of concrete.

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## SCHOOL OF AGRICULTURE.

Two units may be offered in normal or college work.

The object of this department is to train farmers for the State and to train teachers of agriculture for the colored public schools of Missouri. Every effort will be made to encourage the boys and girls to go to the farm to earn an independent living. The school owns 60 acres of good farm land.

Those who complete the two years course will get a certificate of proficiency. Those who complete a four years course will get the degree B. S. in Agriculture.

### FIRST YEAR.

The work should consist of two parts, (1) Individual laboratory and field work, and (2) Recitations based upon the laboratory work, the text-book and assigned readings. Three periods a week should be given to the recitation and not less than three eighty-minute periods a week to laboratory and field work. As a rule, the laboratory and field work should precede rather than follow the recitation. It is not essential that the topics be studied in the order given below or in the order given in any text-book. A seasonal arrangement is strongly recommended. The work in animal husbandry should include a careful study of the principal types and breeds of the more common farm ani-

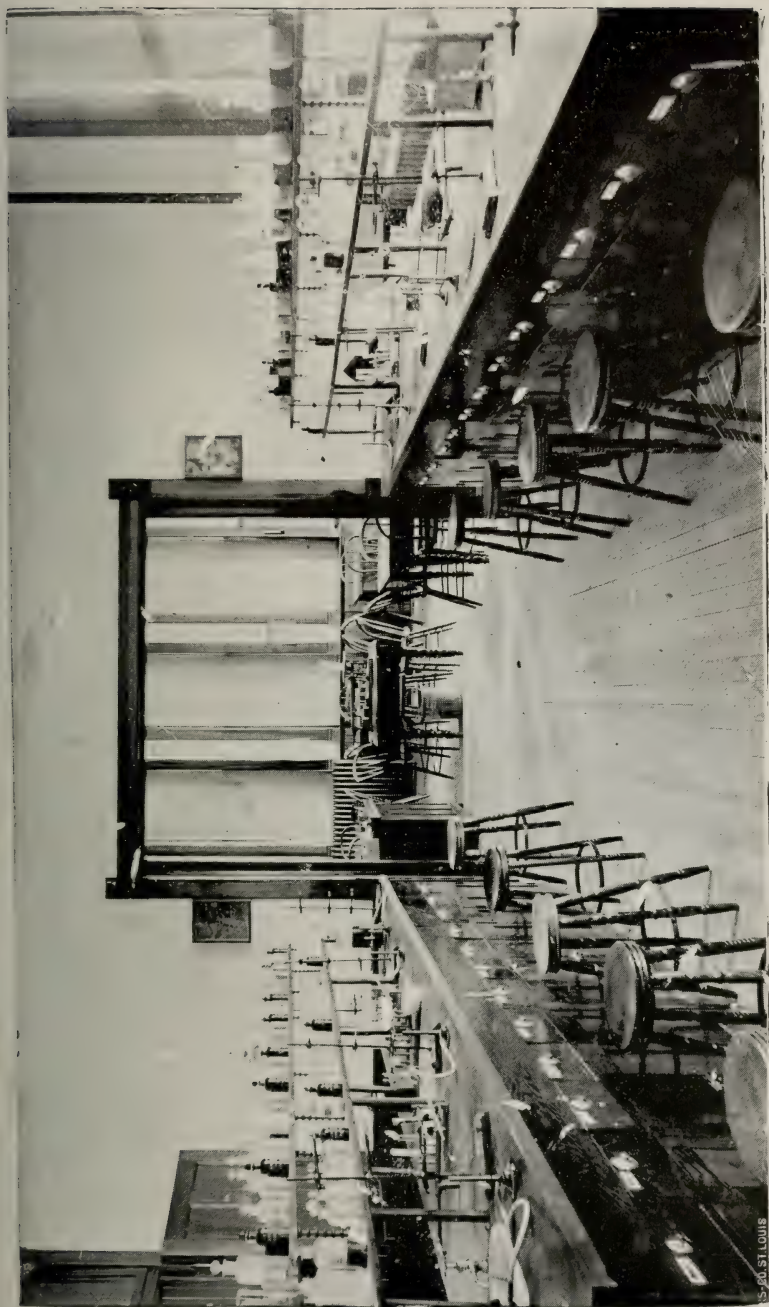
mals. Emphasis should be placed upon the study of horses, cattle, swine and poultry. There should be practice in stock judging, with the use of the score cards.

No special list of experiments is required. The teacher should secure from the standard laboratory manuals a list of at least sixty experiments. These experiments are to be in addition to any experiments or demonstrations given by the teacher. Practically every topic in the outline given below may be made the basis of a profitable laboratory or field exercise. The outline is as follows:

**Farm and Garden Crops.**—(1) Plant propagation: seeds, buds. (2) Cereal crops: corn; wheat; oats; rye; barley. (3) The legumes: the clovers; cowpeas; soy beans; alfalfa; vetch. (4) Grass crops: timothy; blue grass; red top; orchard grass, millet. (5) Orchard crops: apples; peaches; pears; plums; cherries; nuts. (6) Small fruits: strawberries; grapes; blackberries; raspberries; currants; gooseberries. (7) Kitchen garden crops: potatoes; sweet potatoes; tomatoes; melons; cabbage; cucumbers; radishes; lettuce; beans; peas; onions. (8) Fibrous and miscellaneous crops: cotton; flax; hemp; broom corn; castor beans; sorghum. (9) The wood lot: timber crop. (10) Insect enemies of farm crops.

**Soils.**—(1) Origin and formation. (2) Composition and classification. (3) Soil water. (4) Soil air. (5) Soil temperature. (6) Soil drainage. (7) Soil organisms. (8) Meaning and method of testing the soil.

**Animal Husbandry.**—(1) The horse: origin and brief history; the two principal types, including the speed type and the draft type; breeds, including draft breeds (Percheron, Clydesdale and English Shire), roadsters (American Hackney, French coach); care of horses. (2) Cattle: origin and brief history; the two principal types (dairy cattle, beef cattle); breeds, including beef breeds (Shorthorn, Hereford, Polled Hereford, Aberdeen Angus, Polled Durham, Galloway), dairy cattle (Holstein, Friesian, Jersey, Guernsey, Ayrshire, Dutch Belted, Brown Swiss), dual purpose breeds (Shorthorn, Devon, Red Polled); cattle



CHEMICAL LABORATORY.





products, including meat, milk, leather, glue, etc. (3) Sheep: the two types, including wool-producing and mutton producing; principal breeds, including wool-producing (American Merino, Delaine, Rambouillet), mutton producing (Shropshire, Southdown, Cotswold); care of sheep. (4) Swine: the principal breeds, including Poland China, Berkshire, Duroc-Jersey, Chester White, Hampshire, Tamsworth, Large Yorkshire; care of swine; diseases of swine and how to control or prevent them, especially cholera and tuberculosis. (5) Poultry. (6) Chickens: the four principal types, including meat type, egg type, general purpose type, ornamental type; breeds, including meat type or Asiatic class (Brahma, Cochin, Langshan); egg types or Mediterranean class (Leghorns, Minorcas, Black Spanish); general purpose or American type (Plymouth Rock, Wyandotte, Rhode Island Red); care of poultry, including feeding chickens, the incubator, the chicken house; poultry and poultry products, importance, value and use.

**Farm Management.**—(1) Choice of farm. (2) Farm sanitation. (3) Farm buildings. (4) Farm machinery. (5) Maintenance of soil fertility.

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## SCHOOL OF PHYSICAL SCIENCES.

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### PHYSICAL GEOGRAPHY.

One unit may be offered.

The following outline includes only the more essential facts and principles of a unit course:

**Mathematical Geography.**—(1) Review of subject as presented in grammar school geography, including construction of diagrams to show inclination of the earth's axis to the plane of its orbit, perihelion and aphelion, position of equinox and solstice; measurement of sun's altitude by means of sun board; determination of latitude by measuring altitude of pole star. (2) The earth considered

as a planet: rotation, proofs, results; revolution, proofs, results; magnetism, compass, poles, variation.

**The Atmosphere.**—Composition, extent and offices of the atmosphere. (2) Temperature: source of temperature; variation of temperature; isotherms; isothermal charts of the world for January and July. (3) Pressure: measurements of pressure; relation of pressure to temperature; study of isobars on United States weather map; distribution of pressure; relation of isobars to isotherms. (4) Atmospheric moisture.

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## PHYSICS.

Two units may be offered.

### FIRST YEAR.

The work of physics consists of three closely related parts; namely, class work, lecture-demonstration work, and laboratory work.

The class work includes the study of at least one standard text. It should aim to build up in the student's mind clear concepts of physical terms and quantities, and an intuitive appreciation of the general principles which make up the syllabus given below. The students should be trained in the use of those principles in the solution of simple, practical, concrete numerical problems.

In the laboratory, the student should perform at least thirty individual experiments, and should keep a careful record of them. At least twenty of these should involve numerical work and the determination of such quantitative relations as may be expressed in whole numbers. Such quantitative work should aim to foster the habit of thinking quantitatively, but should not attempt to verify laws with minute accuracy nor to determine known physical constants with elaborate apparatus. It is advisable to use a laboratory manual separate from the textbook.

The teacher is not required to follow the order of topics in the syllabus. The list is not intended to include all the material for the year's work. It is made short, in order that each teacher may be free to supplement it in a way that fits his individual environment. It includes those topics which all agree are essential and which are capable of comprehension by boys and girls of high school age.

The notebook should be a concise record of what the pupil has done. The data should be so tabulated that any one familiar with the subject, or the student himself some months later, will be able to understand just what was done. It should be neat, clear and accurate, but the notebook is not the object of the course and too much time should not be put on it.

The starred (\*) topics are considered especially important.

The syllabus of topics is as follows:

- \*1. Weight, center of gravity.
- \*2. Density.
- \*3. Parallelogram of forces.
- 4. Atmospheric pressure; barometer.
- \*5. Boyle's law.

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## CHEMISTRY.

Two units may be offered.

### FIRST YEAR.

The first year should include the work as outlined in a textbook of high school grade. It should consist of two closely related parts; namely, recitations including demonstrations by the teacher, and laboratory work.

Each pupil should be provided with an outfit of apparatus for the laboratory exercises, which should be largely carried out by the pupils working independently.

A limited number of experiments, however, may be conducted by two pupils working together. Each pupil should record in a notebook what he observes, and should do so at the time the observations are made. The interpretation of observed results and calculations may be recorded in the notebook later, if the teacher so prefers.

As chemistry is an art as well as science, stress should be laid on handling and setting up apparatus in a neat and orderly manner. In the use of reagents, thought should be given to proportions, and the wasting of materials should be prevented. In experimentation, careful planning and skill of the hand should be emphasized. In this way the laboratory work becomes an interacting process of thinking doing and thinking. The students, for example, should know why an apparatus should be air tight and how to make it air tight; why gases are washed and dried, and how this operation must be done.

The text and reference books, as a rule, furnish an adequate and systematic account of the chemical changes selected for study, but the equally important feature of the course, the art of chemistry, is imparted directly by the teacher.

In both laboratory and class work, the materials chosen for the study should be restricted to a relatively small number of elements and their chief compounds. Interest in the work may be increased by applications of the facts and generalizations of the text to familiar phenomena in daily life. Visits should be made to the gas works, ice plant, limekiln, and other chemical industries in the locality. The more important discoveries of chemistry should become associated with great masters of the science by anecdote, personal characteristics, or contemporary events.



**ZOOLOGY.**

Two units may be offered.

**FIRST YEAR.**

A high school course in Zoology should have three objects: (1) To acquaint the student with the common animals of his own neighborhood, with the adaptations which these animals show to their environment, and with their habits and economic importance. (2) To afford training in critical methods of making and recording observations both by drawing and by writing both in laboratory and in the field. (3) To teach enough of the interpretation of the observed facts that the student may understand the current methods on interpretation from the morphological, physiological and ecological standpoints.

The study of each form should include a consideration of the following: (1) Habitat; (2) Geographical distribution; (3) Food; (4) Adaptations to environment, including relations to other forms of animal and plant life; (5) General activities; (6) Economic relations; (7) Life history, and (8) Structure.

The following series of forms for study is suggested: (1) Protozoa (Amoeba, and Paramoecium or Vorticella); (2) Hydra; (3) Starfish; (4) Earthworm; (5) Crayfish; (6) Grasshopper and other insects in comparison; (7) Fresh-water Mussel or Snail; (8) Frog with metaporphosis; (9) A Bird, the Pigeon; (10) A Fish; (11) A Mammal, the Cat, or Rabbit.

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**BOTANY.**

Two units may be offered.

**FIRST YEAR.**

The work should deal, for the most part, with the seed plants, and should consist of recitations, laboratory work and field studies. While the study of structure is essential, yet most emphasis should be placed on the activities of plants. The studies with lower plants should deal almost entirely with gross structures, life habits and economic importance.

The outline is not intended as an essential arrangement, for the latter is best determined by convenience. Any arrangement, however, should enlist the interest of the student in the living plant—the plant in action—and laboratory studies should be made to bear this out. It is better, also, to omit some of the topics suggested than to treat them inadequately. The teacher must determine the apportionment of time, and bring out the connection of the topics.

The following topics are suggested:

**General Studies with Seed Plants.**—(1) The parts of a mature plant—roots, stem, leaves, flower. (2) The functions of roots and their modifications. (3) The functions of stems and their modifications. (4) Buds. (5) Leaves and their work. (6) Flowers, parts, functions, adaptations for pollination. (7) Fruits, kinds, adaptations for dispersal, value to man.

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### PHYSIOLOGY.

One unit may be offered.

Physiology should be preceded by a course in general biology, or by a course either in zoology or in botany. At least two double periods a week should be given to laboratory demonstrations by the instructor and to dissections and physiological experiments performed by the student, always under careful supervision. In the high school physiology course, a certain amount of time should be given to the anatomical study of structures which are to be used later for physiological experiments and demonstration; but the structures should be studied primarily for the sake of a better understanding of the functions. Careful notes and drawings of the structures dissected should be preserved for use as guides later in making physiological preparations. The laboratory experiments performed on the living organs and tissues should include tests to show the characteristics of muscular contraction, nerve irritability, blood pressure, the heartheat, the pulse, the copillary circulation, etc. Notebooks should be kept

in connection with all the physiological demonstrations. It is recommended that the elementary phases of physiological chemistry be presented in the subject of digestion, secretion, blood clotting, and the composition of one or two tissues. The original laboratory notes taken at the time of the experiment should be preserved. See courses in biology and zoology.

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### BIOLOGY.

One unit may be offered.

This course should be designed to present a general survey of biological science, including the life processes, the adaptations as well as the structure of organisms, treated from the standpoint of their general relations. General biology is the study of the fundamental properties of living things, as illustrated by a carefully selected series of both animal and plant forms.

The laboratory work, guided by suitable directions, should precede textbook work on any subject, and the pupil should be required to make careful drawings and notes on all observations. Accurate observations and records of the normal activities of living animals and plants should be made whenever practicable, both in the laboratory and in the field. Simple experiments upon the behavior of animals are very valuable, and should be made if possible.

The following series of forms for study is suggested: (1) Amoeba; (2) paramoecium or vorticella; (3) haemato-coccus; (4) yeast plant; (5) spirogyra; (6) hydra; (7) mucor or penicillium; (8) earthworm; (9) crayfish; (10) grasshopper; (11) fern; (12) fresh-water mussel; (13) seeds and seedlings; (14) flowering plants; (15) frog, with metamorphosis. The last two or three months may be devoted to human physiology. Use a good standard text.

## SCHOOL OF ENGLISH LANGUAGE AND LITERATURE.

Four units may be offered.

The English course has two closely related aims:

1. The command of clear, concise, forcible expression—oral and written.
2. An intelligent interpretation and appreciation of the best in literature.

The first of these aims requires instruction not only in rhetoric, but also in grammar and composition. Students enter high school without an adequate knowledge of grammar and find themselves at a disadvantage in grasping the meaning of involved sentences, and in expressing thought without ambiguity. Continued, specific, and systematic instruction in grammar is essential. The working principles should be thoroughly fixed by constant application in composition. There should be continued drill for correction of the common errors of speech. The student should see clearly that all rules, definitions, and classifications grow out of the function of words in expressing thought. Practice in composition, oral as well as written, should extend throughout the high school course. Subjects for this work may be taken from personal experience, general knowledge, studies other than English, and from the reading in literature, and should include narration, description, exposition, and argument. It is of vital importance that the subject be of interest to the student writing upon it. Set exercises should be required every week for the first three years and a carefully prepared paper at least once a month in the fourth year. Each student should be taught to criticise his own work and to correct his own errors. Due proportion of the class time should be devoted to the discussion of these exercises and to the explanation of the simpler rules for good writing. The exercises should then be rewritten with correction of errors. Instruction in grammar and composition should be accompanied by concerted effort of teachers in all de-





THE STUDY HALL.



partments to cultivate in the student the habit of using good English.

The second aim requires the study of literature itself in the selected works of representative authors. Two lists of books headed, respectively, for study and practice and for outside reading are suggested, from which may be made a progressive course in literature covering the four years. The first list is intended for intensive study in class. It should be used to illustrate the principles and forms of composition, as well as read for intelligent interest and appreciation. The second list is for collateral reading and should afford the student a pleasurable acquaintance with literature which cannot be taken in class, and encourage him to continue such reading voluntarily. The more nearly this can be made a pleasurable exercise the more nearly will it fulfill its purpose. It is not necessary to have each member of a class read the same four books in any year. The books should be selected with reference to the ability and past reading of the individual student. A careful record of each student's reading should be filed each year with the permanent records of the school. Reports on outside reading should not degenerate into re-telling of the story. Many successful teachers furnish an outline for criticism and limit the length of these reports. If students report orally and individually report may be given in fifteen minutes.

In connection with both lists, the student should be trained in reading aloud and be required to commit some of the more notable passages in both prose and verse. As an aid to literary appreciation, he should acquaint himself with the more important facts in the lives of the authors whose works he reads.

The Department of English has no desire to disparage the value of the established classics. The lists suggested include the readings recommended by the National Conference on Uniform College Entrance Requirements in English. However, there is merit in later literature, and in making up the list of classics, especially for outside reading, the aim has been to select some of the

current or recent literature that has a strong appeal to boys and girls or high school age.

With the above points in view the following course is suggested:

Note I.—The rhetoric should be completed in the second year of a two or three-year high school course. The amount of reading may be proportionately reduced.

Note II.—In a three-year high school course, the rhetoric having been completed in the second year, history of English literature should receive its proportion (one-fifth) of the time in the third year.

Note III.—Figures following the different subjects indicate the proportion of time to be given each subject. They do not mean that in each week so many days are to be given to grammar, so many days to composition, and so many to literature. It is perhaps better to give consecutive class periods to one subject until a definite portion is mastered, and then proceed similarly with another.

#### FIRST YEAR.

##### **Grammar (2|5) and Composition (1|5) :**

Grammar should be thoroughly mastered. Composition both oral and written—at least one short narrative theme a week on subjects of interest, and frequent exercises in oral composition. Written work should be carefully criticised and re-written. Special attention to spelling, punctuation, and letter writing.

##### **Literature (2|5) :**

For Study and Practice (select four) :

Arnold, Sohrab and Rustum.

Hawthorne, Tales of the White Hills.

Irving, Sketch Book (selections).

Longfellow, Tales of a Wayside Inn.

Lowell, The Vision of Sir Launfal.

Poe, The Gold Bug.

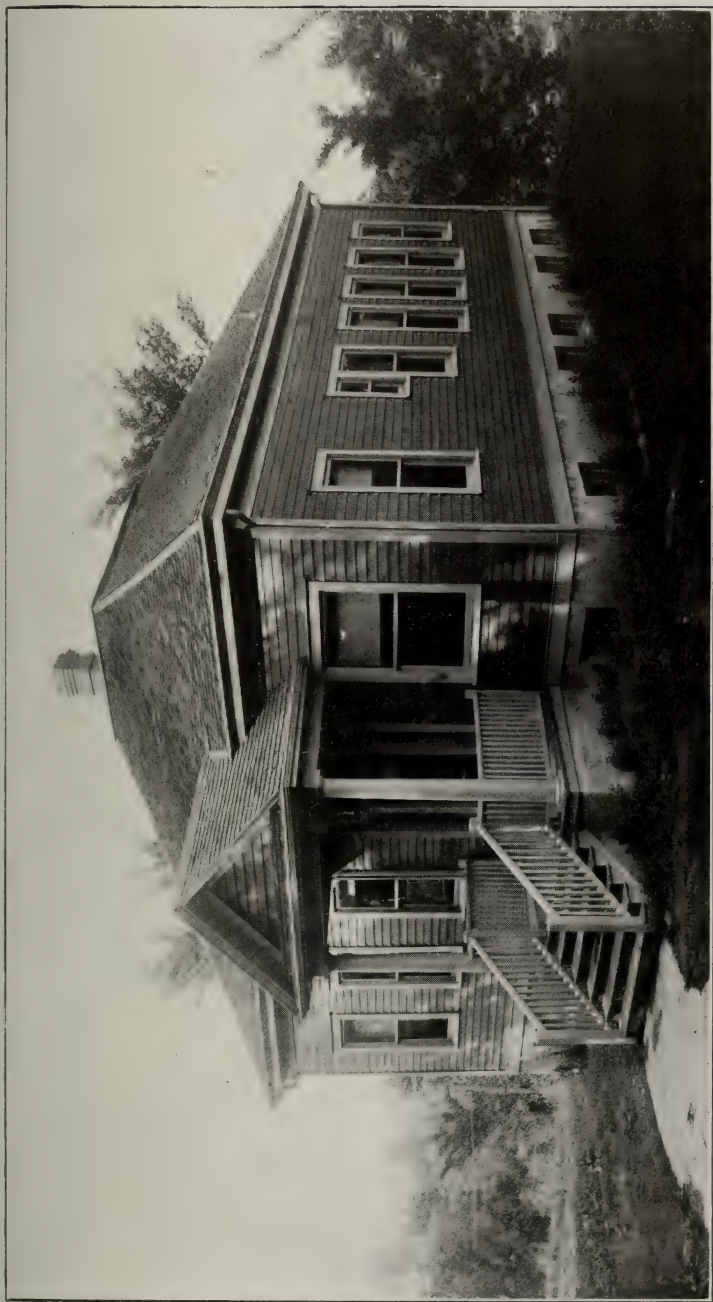
Scott, The Lady of the Lake.

Stevenson, Treasure Island.

For Outside Reading (select four) :

Bible, Old Testament Stories.





NORMAL PRACTICE SCHOOL.



Cooper, *The Last of the Mohicans*.  
Dickens, *The Tale of Two Cities*.  
Kipling, *Kim*.  
Mark Twain, *Huckleberry Finn*.  
Poe, *Selected Tales*.  
Rice, Mrs. *Wiggs of the Cabbage Patch*.  
Stevenson, *Kidnapped*.  
Wiggins, *Rebecca of Sunnybrook Farm*.

### SECOND YEAR.

#### **Composition and Rhetoric ( $1\frac{1}{2}$ ) :**

The principles of rhetoric should be thoroughly mastered in the second and third years. Use half of some good text during this year. Principles should be developed and illustrated from composition and literature. The literature will afford abundant material for teaching viewpoint and plan in description; also setting, plot, and the development and delineation of character in narration.

#### **Literature ( $1\frac{1}{2}$ ) :**

For Study and Practice (select four) :

Coleridge, *The Ancient Mariner*.  
Goldsmith, *The Deserted Village*.  
Palgrave, *Golden Treasury* III and IV.  
Scott, *Ivanhoe*.  
Shakespeare, *The Merchant of Venice*.  
Tennyson, *Gareth and Lynette*, and the simpler idylls.  
Thoreau, *The Succession of Forest Trees*.

Webster, *The First Bunker Hill Oration*, and other addresses.

For Outside Reading (select four) :

Bible, *Esther*, *Ruth*.  
Blackmore, *Lorna Doone*.  
Bunyan, *Pilgrim's Progress*.  
Dickens, *David Copperfield*.  
Hale, *The Man Without a Country*.  
Kipling, *Captains Courageous*.  
Mark Twain, *Prince and Pauper*.  
Scott, *Kenilworth*.  
Warner, *Being a Boy*.

## THIRD YEAR.

**Composition and Rhetoric (2|5) :**

Principles of rhetoric should be completed; and considerable ability acquired in analysis, in outlining, and in organization of complex material. A weekly theme is desirable, but a bi-weekly theme corrected and discussed is better than a weekly theme that the teacher does not read. Every student should be required to write and memorize for public delivery a debate and a short oration.

**Literature (3|5) :**

For Study and Practice (select five) :

Addison, The Sir Roger DeCoverly Papers.

Browning, The Pied Piper, and Shorter Poems.

Eliot, Silas Marner.

Emerson, Essays.

Lincoln, Selections from Speeches and Letters.

Macaulay, Life of Johnson.

Palgrave, Golden Treasury II.

Shakespeare, Julius Caesar.

Stevenson, Travels with a Donkey.

For Outside Reading (select four) :

Bible, Genesis, Joshua, Judges.

Dana, Two Years Before the Mast.

Goldsmith, The Vicar of Wakefield.

Hawthorne, The House of Seven Gables.

Hughes, Tom Brown's School Days.

Scott, Quentin Durward.

Seton, The Trail of the Sandhill Stag.

Shakespeare, A Midsummer Night's Dream.

Stevenson, Dr. Jekyll and Mr. Hyde.

## FOURTH YEAR.

**Composition (1|5) :**

Interest in composition should be sustained. The class should be held strictly responsible for the principles of grammar necessary for proper interpretation of the literature, and for the correct use of good English. Argumentation should include briefing, the clear statement of a question, the development of proof, summaries of







MEN'S INDUSTRIAL BUILDING.



YOUNG WOMEN'S DORMITORY.



YOUNG WOMEN'S DORMITORY.



YOUNG MEN'S DORMITORY.



THE MAIN BUILDING.



PRESIDENT'S RESIDENCE.

proof, etc. Every possible opportunity should be given for original papers to be read and to be delivered from memory.

### **History of Literature (1|5) :**

Use some good text on the history of English literature, to give a general view of the subject. The text should be concise and brief so that most of the time may be devoted to the literature itself.

### **Literature (3|5) :**

For Study and Practice (select five) :

Burke, Speech on Conciliation.

Carlyle, Essay on Burns.

DeQuincey, English Mail Coach.

Milton, L'Allegro and Il Penroso.

Palgrave, Golden Treasury I.

Ruskin, Eesame and Lilies.

Shakespeare, Macbeth.

Tennyson, The Idylls of the King.

Washington, Farewell Address.

For Outside Reading (select four) :

Austen, Pride and Prejudice.

Eggleston, The Hoosier Schoolmaster.

Eliot, Romola.

Holmes, The Autocrat of the Breakfast Table.

Kingsley, Westward Ho!

Parkman, The Oregon Trail.

Shakespeare, As You Like It.

Wright, The Shepherd of the Hills.

Van Hook, The Blue Flower.

For library equipment, see pages 81-87.

### **College Entrance Requirements in English.**

Below is appended the list of College Entrance Requirements in English for 1915-1919. Should more masterpieces either for critical study or for outside reading be needed, they should be chosen from the list. Moreover, the teacher should feel free to substitute pieces from this list for those in the outline above. The piece substituted should be of equal rank and of similar literary qualities.



## FOR READING.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation. The Old Testament, comprising at least the chief narrative episode in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XII, XIV, XV, XVII, XXI; Virgil's Aeneid. The Odyssey, Iliad, and Aeneid should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare. *Midsummer-Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, and *Coriolanus*; and, if not chosen for study *Julius Caesar*, *Macbeth*, and *Hamlet*.

Group III. Prose Fiction. Malory: *Morte d' Arthur* (about 100 pages). Bunyan: *Pilgrim's Progress*, Part I. Swift: *Gulliver's Travels* (voyages to Lillipt and to Brobdingnag.) Defoe: *Robinson Crusoe*, Part I. Goldsmith: *Vicar of Wakefield*. Frances Burney: *Evelina*. Scott's novels: any one. Jane Austen's novels: any one. Maria Edgeworth: *Castle Rackrent*, or *The Absentee*. Dicken's novels: any one. Thackeray's novels: any one. George Eliot's novels: any one. Mrs. Gaskell: *Cranford*. Kingsley: *Westward Ho!* or *Hereward, the Wake*. Read:



The Cloister and the Hearth. Blackmore: Lorna Doone. Hughes: Tom Brown's Schooldays. Stevenson: Treasure Island, or Kidnapped, or Master of Ballantrae. Cooper's novels: any one. Poe: selected tales. Hawthorne: The House of Seven Gables, or Twice Told Tales, or Mosses from an Old Manse. A collection of short stories by various standard writers.

Group IV. Essays, Biograph, etc. Addison and Steele: The Sir Roger de Coverley Papers, or selections from the Tatler and Spectator (about 200 pages). Boswell: selections from the life of Johnson (about 200 pages). Franklin: Autobiography. Irving: selections from The Sketch Book (about 200 pages), or Life of Goldsmith. Southey: Life of Nelson. Lamb: selections from the Essays of Elia (about 100 pages). Lockhart: selections from the Life of Scott (about 200 pages). Macaulay: any one of the following essays—Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arbly. Trevelyan: selections from the Life of Maccauley (about 200 pages). Ruskin: *Sesame and Lilies*, or selections (about 150 pages). Dana: *Two Years Before the Mast*. Lincoln: selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley; together with a brief memoir or estimate of Lincoln. Parkman: *The Oregon Trail*. Thoreau: *Walden*. Lowell: selected essays (about 150 pages). Holmes: *The Autocrat of the Breakfast Table*. Stevenson: *An Inland Voyage and Travels with a Donkey*. Huxley: Autobiography and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*. A collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson and later writers. A collection of letters by various standard writers.

Group V. Poetry. Palgrave's *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns. Palgrave's

Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for class study). Goldsmith: The Traveller and The Deserted Village. Pope: The Rape of the Lock. A collection of English and Scotch ballads, as, for example, some Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens, and a selection from later ballads. Coleridge: The Ancient Mariner, Christabel, and Kubla Khan. Byron: Childe Harold, Canto III or IV, and The Prisoner of Chillon. Scott: The Lady of the Lake, or Marmion. Macaulay: The Lays of Ancient Rome, The Battle of Nasevy, The Armada, Ivy. Tennyson: The Princess, or Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Piper, De Gustibus—, Instans Tyrannus. Arnold: Sohrab and Rustum, and The Forsaken Merman. Selections from American poetry, with attention to Poe, Lowell, Longfellow, and Whittier.

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## DEPARTMENT OF ANCIENT LANGUAGES.

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### LATIN.

Four units may be offered.

Each year of Latin should be taught so that the student receives the maximum of value for the time spent upon it. While each year may be preparation for the next, it should be made worth while for those who pursue the subject no further. Attention should be given to correct pronunciation, reading aloud with proper expression, translation of Latin into idiomatic English, writing Latin and translating English into Latin. Derivation of English words, comparison of English syntax and word-order with Latin, and the teaching of English grammar, when neces-

sary, should be a central aim of the work in Latin.

### FIRST YEAR.

The first year should be spent in thoroughly mastering the elements of the language as given by a good book for beginners. From the first the student's knowledge of English should be consciously made to assist him in fixing an ample working vocabulary, and the Latin words acquired should function in better English understanding and expression. Drill in forms should be thorough.

### SECOND YEAR.

Four books of Caesar's Gallic War should be read, and one lesson a week devoted to composition. The reading should be accompanied by a systematic review of grammatical forms and by a study of the leading principles of syntax. A composition book should be used in which rules are taught by means of sentences based upon the text. In the writing of Latin all long vowels should be marked. Sight reading should be a part of each week's work. The geography of the wars, and Roman military, civil, and social conditions and customs should be given a large share of attention.

### THIRD YEAR.

Four of Cicero's orations against Catiline, the oration for the Manilian Law and the oration for the Poet Archias are usually read. Instead an equivalent may be read in Sallust's Catiline. The grammar and composition of the preceding year should be continued, and Roman political and social conditions studied.

### FOURTH YEAR.

A thousand lines of Ovid's *Metamorphoses* followed by four or five books of Vergil's *Æneid*, including the sixth book, are usually read. If only four are read, about eight hundred lines from the *Eclogues* or *Georgics* should be read. If desired, the whole year may be devoted to reading six books of the *Æneid*. The technique of the Latin hexameter should be taught and its rhythm should be felt as quantitative and not merely translated into an accentual rhythm. Greek and Roman mythology should be studied in connection with this year's work.

**GREEK.****FIRST YEAR.**

Introductory lessons, including twenty or thirty pages of Xenophon's *Anabasis*, practice in reading at sight and in writing in Greek, and the beginning of systematic study of grammar.

**SECOND YEAR.**

Seventy-five or one hundred pages of the *Anabasis*, either alone or with Attic Prose; practice in reading at sight, and systematic study of grammar; thorough grammatical review and practice in writing Greek, both based on the study of Books I and II of the *Anabasis*.

**THIRD YEAR.**

Attic prose: e. g., Lysias' *Orations*, or Plato's *Apology* and *Krito*, or Xenophon's *Memorabilia*, with practice in writing Greek, in grammar, and in reading at sight. (2) Homer (2,500 to 4,000 lines); e. g., *Odyssey*, Books I-V, or *Iliad*, Books I-III (omitting 11, 499-end), and VI-VIII.

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**DEPARTMENT OF MODERN LANGUAGES.**

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**FRENCH.**

Three units may be offered.

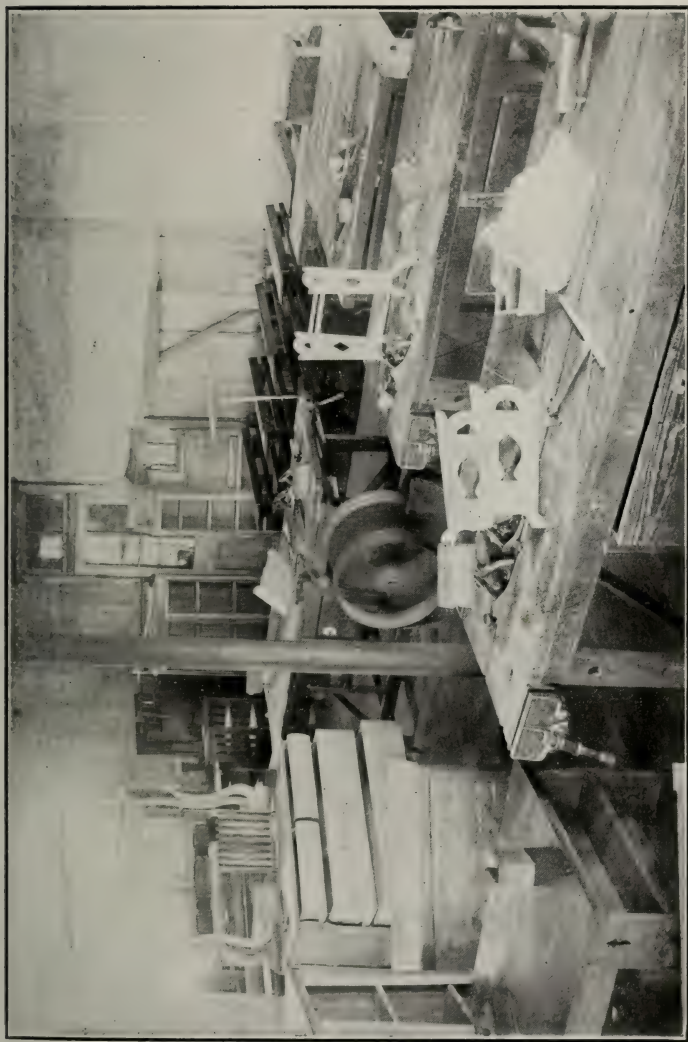
**FIRST YEAR.**

The work of the first year should aim to give the student: (a) accurate pronunciation; (b) knowledge of the rudiments of the grammar; (c) ability to translate simple sentences into French and to express in idiomatic French simple ideas; (d) ability to understand simple ideas expressed orally in French; (e) vocabulary and knowledge of construction sufficient to enable him to read ordinary French with considerable ease.

Drill in pronunciation should begin with the first meeting of the class and continue until the last. As a part of such drill frequent dictations are indispensable.

The grammatical work should include the regular and the more common irregular verbs, the inflection of nouns, adjectives, participles, and pronouns, the use of pronouns,





CARPENTER SHOP.



adverbs, prepositions, and conjunction, sentence-order, and the elements of syntax.

A minimum of 150 pages should be read. A number of readers present a sufficient variety of graded material, and some of the easier of the texts mentioned below for the second year could be used profitably. There should be constant practice in translating into French easy variations of the texts read, and this, in conjunction with the English sentences given in the grammar, will insure an abundance of drill in this respect. Text—Fraser and Squairs.

### SECOND YEAR.

The work of this year should include the reading of a minimum of 350 pages of modern prose, including a number of short dramatic works, with constant practice in retranslation of variations of the texts read. Drill in pronunciation and the writing of French from dictation should be continued. The grammar work should include a careful review, with drill upon all irregular verbs that are not very rare, the uses of the subjunctive, and a more detailed study of syntax. There should be constant practice in construction of sentences. Students should be required to give either orally or in writing abstracts of portions of the texts read. Any of the following texts, recommended by the Committee of Twelve of the Moderns Language Association of America, are suitable for the second year: About's *Le Roi des Montagnes*; Bruno's *Le Tour de la France*; Daudet's easier short tales; La Bedolliere's *La Mere Michel et Son Chat*; Erckmann—Chatrian's stories; Foa's *Contes Biographiques* and *Le Petit Robinson de Paris*; Foncin's *Le Pays de France*; Labiche and Martin's *La Poudre aux Yeux* and *Le Voyage de M. Perichon*; Legouve and Labiche's *La Cigale chez les Fourmis*; Malot's *Sans Famille*; Mariet's ———

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### GERMAN.

Three units may be offered.

#### FIRST YEAR.

- (1) Careful drill upon pronunciation. (2) Systematic

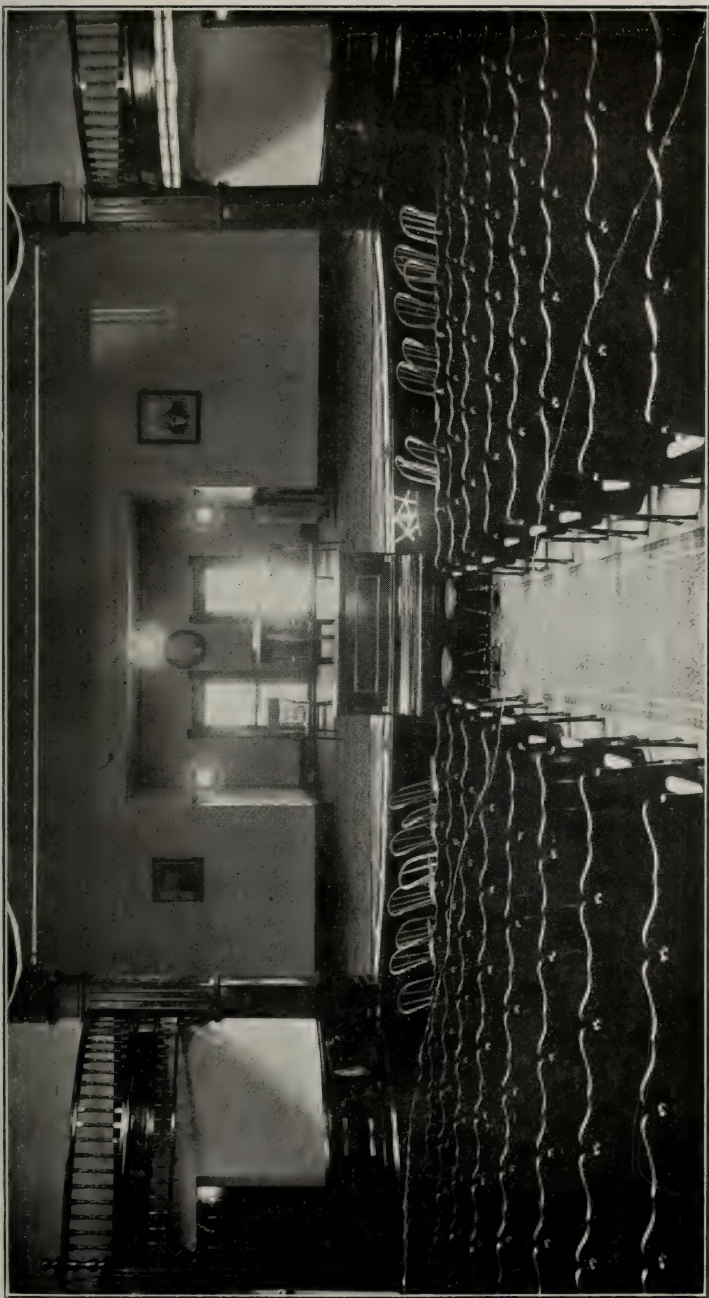
drill upon the elements of grammar, including the inflection of the articles, the noun, the adjectives, the pronoun, the verb, strong and weak; also upon the use of the common prepositions, the simpler use of the modal auxiliaries and elementary rules of syntax and word-order. (3) Abundant practice (a) in oral and written reproduction of the text, (b) in the memorizing of colloquial and idiomatic phrases, and (c) in dictation, (4) memorizing a few poems or songs, such as Heidenroeslein, Die Lorelie, and Das zerbrochene Ringlein. Much of the teaching and all class room directions should be German.

All reading in this course should be intensive. The pupil should be required to give back the entire subject-matter in German, either in the form of German answers to German questions, repetitions from memory, or free oral or written reproduction. The teacher may use discretion as to the number of pages thus treated. Ordinarily a class cannot treat more than 100 pages in this manner with sufficient thoroughness. Texts such as the following are recommended: Guerber's *Maerchen und Erzählungen* I, Seeligmann's *Altes und Neues*, Glueck Auf, the easiest of Grimm's *Maerchen*, the texts in Manfred's *Ein Praktischer Anfang*.

#### SECOND YEAR.

The second unit calls for about 300 pages of moderately difficult reading, chiefly prose, with constant practice in oral and written reproduction of selected portions; also drill upon the more difficult chapters of grammar such as the passive voice, use of cases with prepositions, verbs, adjectives, uses of tenses and mode (especially the infinitive and subjunctive), likewise upon word-order, and word-formation. Thoroughness should be insisted upon rather than quantity. The following texts are among those recommended: (1) For reading, Baumbach's *Sommermaerchen* and *Waldnovellen*, Leander's *Traumereien*, Zschokke's *Der zerbrochene Krug*, *Das Wittrshaus zu Cransac*, Storm's *Immensee*, Heyse's *L'Arrabiata*; (2) for composition, Pope's *Writing* and





THE CHAPEL.



Speaking German, Stern's *Gedichten von Rheim*, Manley's *Ein Sommer in Deutschland*.

### THIRD YEAR.

The third unit calls for (1) the reading of 400-500 pages of good modern prose stories and plays, and the ability to use the language effectively as a means of oral and written expression; and (2) abundant practice in the writing of composition. Among the texts recommended are: (narrative) Riehl's *Burg Neideck*; Sundmann's *Frau Sorge*; Storm's *Der Schimmelreiter*; (dramatic) Moser's *Der Bibliothekar*; Freytag's *Die Journalisten*; Helbig's *Komoedie auf der Hochschule*; (historical) Sybel's *Die Ehreung Europas*; Schiller's *Der dreissigjaehrige Krieg*; Freytag's *Aus dem Jahrhundert des grossen Krieges*; Arndt's *Deutsche Patrioten*. A well-balanced course includes works of all the three classes mentioned.

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### SPANISH.

Two units are offered.

#### FIRST YEAR.

The instruction should above all be practical. Drill in variety should be the method, and thoroughness, the object. Students, on finishing this course, should be able to read easy texts like Hill's *Spanish Tales for Beginners*, Valera's *El Pajaro Verde*, and Carrion and Vital Aza's *Zaragueta*. About 150 pages of connected prose should be read. Exercises in the memorizing of vocabulary should be given frequently. A small portion of each period should be devoted to pronunciation and dictation. The conversational method should be employed as soon as possible and gradually enlarged in its application. For this purpose, a rather limited every-day vocabulary dealing with objects of common use, and Spanish and Latin-American life and customs should be compiled and put into practice, preferably in the form of short, rapid questions and answers.

#### SECOND YEAR.

A rapid review of the grammar, along with the writ-

ing of all composition work, should be made. The classroom work should be carried on as largely as possible in Spanish. The reading of about 350 pages of modern prose, such as that of Galdos' *Marianela*, Valera's *El Comendador Mendoza*, Moratin's *El Si de las Ninas*, is required. Some attention should be paid to literary qualities. A good composition book should be used both for composition and conversation. Text, Gardner.

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### SCHOOL OF HISTORY AND ECONOMICS.

Four units may be offered.

This course of study consists of a full year's work, five periods a week of forty minutes each, in each of the four fields of history—Ancient, Medieval and Modern, English, and American. In order to develop in the pupils the sense of historical unity and growth, the course of study should be planned as to have one period or field succeed another in natural sequence. Accordingly, the course begins with a year's work in Ancient History and this is followed by a second year devoted to Medieval and Modern History. The third year is devoted to English History, and the fourth to American History and Civil Government. English History may be given in the second year and Medieval and Modern in the third year, without seriously affecting the continuity or value of the instruction. A reason for such transposition may be found in the relative difficulty of the two courses, both from the teacher's and pupil's standpoints.

For a three years' course of study, Ancient History is followed in the second year by Medieval and Modern History, with attention to English History as a part of the field, or by English History, with attention given to continental European history, and in the third and fourth year American History, or Ancient History and Civil Government should be studied.

The following brief statements in regard to the several units will serve to indicate the scope of the course



and the type of text-books acceptable to our college course:

(1) **Ancient History.** One unit. The completion of a careful and thorough course of study extending over the entire school year in Oriental, Greek, and Roman History. Text, Meyers.

(2) **Medieval and Modern History.** One unit. A year's study of the history of the European nations and their development and institutions from the period of the Germanic invasions to the close of the nineteenth century. Text, Harding; Schwill.

(3) **English History.** One unit. A thorough study of English political, governmental, economic and social history extending through one full school year. Text, Montgomery.

(4) **American History.** One unit. This course should embrace a year of advanced work in American political, social and institutional history, with special reference to the period since 1763. Text, Muzzy.

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### CIVIL GOVERNMENT.

One-half unit may be offered.

**Course of Study.** Systematic instruction in Civil Government is postponed to the last year of the course of the secondary school. There is a distinct advantage in this plan. If given in the earlier years the work would be largely a review of what had been done in the last year of the elementary school. Still more important is the consideration that the senior in the secondary school is a much better subject for such instruction than are pupils in the first and second years. He will be much more appreciative of the spirit and content of the course. History is so essential to good results in the teaching of government that credit will not be given for work in Civil Government unless it is preceded by at least one-half year's work in American History. Text, Fiske.

### ECONOMICS.

One-half unit may be offered.

The course in economics should not be given earlier

than the last year in the high school. The subject-matter should include the leading facts and principles of economics, such as division of labor, the factors of production, the laws of diminishing returns, demand and supply, value and price, wages, interest, rent and profit, credit, taxation, regulation of monopolies, and international trade.

An extended use should be made of newspapers and magazines. The aim of the instructor should be to vitalize this course and make it of practical interest and value to the student. A good text will serve as a basis for the work, but should be supplemented with discussion and practical exercises. Written exercises are desirable Text, Burch and Nearing; Ely.

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### SOCIOLOGY.

One-half unit may be offered.

Good citizenship should be the aim of a course in sociology. More intelligent understanding of civic and social problems should result from a well-guided study of such topics as growth of population, immigration, city problems, housing and homes, community health, poverty and care of the poor, crime and reform, and the Negro problem. A half unit of sociology is suggested as a means of introducing more matter of vital content into the course. Text, Introductory to the Study of Sociology, Hays; Modern Social Problems, Ellwood.

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### SCHOOL OF MATHEMATICS.

#### Algebra.

One and one-half units.

Complete the elements of algebra and also the following: the solution of quadratic equations by completing the square with emphasis only on those examples where the roots are real; simultaneous quadratics only in a few simple examples that can readily be illustrated by graphs, with emphasis only on the cases where one equation is linear; the binomial theorem for positive

integral exponents, with emphasis only on the cases where the exponent is less than five; ratio and proportion only in the sense of fractional equations, including, however, graphical representation of two variable quantities, one of which is proportional to the other; arithmetic and geometric progression in the usual sense; practical use of logarithms restricted to the base 10, and emphasizing the use of a table; fractional and negative exponents with special reference to logarithms, accompanied, if possible, by the practical use of the slide rule; and those practical problems in which quantities raised to fractional powers occur. Text, Slaught and Lennes; Wells.

### **Geometry.**

#### **One unit.**

A unit in geometry should embrace all that is usually found in a modern text on this subject, with the omissions of the theory of limits, the incommensurable cases, maxima and minima and a few others which have neither a practical nor an educational value. Special stress should be laid on the more basic theorems and these should be considered in groups. Logical reasoning, accurate expression and independence of thought should be emphasized at the outset. With a thorough conception of the axioms and definitions as the bases for geometrical reasoning, the pupils, with wise direction by the teacher, should be able to make much of the work original with but little, if any, use of the text. The committing of demonstrations to memory has no educational value, and therefore every precaution should be taken to avoid this common mistake. Whenever possible, applications of arithmetic and algebra to geometry and of geometry to arithmetic and algebra should be made. Wherever manual training is taught, geometry should be correlated with it as much as possible. The work should be made as concrete as possible so that every phase of the subject may be understood in its practical relations. Original demonstrations should form an important part of the work. It is recommended that informal proofs be ac-

cepted for some of the most obvious theorems, and that the notion of a strictly logical proof be developed gradually as the student can be led to see the need for such proof. A specially favorable opportunity to make geometry seem of real value to the student consists in the applications of the theorems on similar triangles to the graphical solution of triangles by drawing them to scale and measuring the unknown parts with rules and protractor. In this connection, the simplest notions of trigonometry may be introduced with profit. Text, Phillips and Fisher.

### **Advanced Arithmetic.**

One-half unit.

This half unit is given after the completion of the elementary courses in algebra and geometry. This work in arithmetic should not be divorced from algebra and geometry. Text, Lyman's Advanced Arithmetic.

### **Solid Geometry.**

One-half unit.

The work in solid geometry covers a full half year's work. The logical side of the work may be somewhat subordinated, thoroughly emphasizing the question of space intuition and the more important mensuration formulas. The student's space conception is aided by the construction and study of models and by the experimental verification of formulas. Text, Phillip and Fisher.

### **Trigonometry.**

One-half unit.

This course covers a half year's work. The ability to solve a right triangle and any oblique triangle by dividing it into right triangles without using logarithms is emphasized above everything else. The ability to read tables, to interpolate properly, and the ability to use tables of any kind that may be presented, is very important. The knowledge of logarithms and logarithmic methods of solution is in importance only secondary to the things mentioned above. Such other topics, as the formulas involving two angles, should be treated at least briefly. Text, Wentworth.



**DEPARTMENT OF COMMERCE.**

1. Penmanship..... $\frac{1}{2}$  unit

1a. First term.  $\frac{1}{6}$  unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required, which is carefully criticised.

1b. Second Term.  $\frac{1}{6}$  unit. Special attention is given to letter forms; details closely studied; outside work is required.

1c. Third Term.  $\frac{1}{6}$  unit. Careful work on letters of very difficult combination, movement and form carefully observed; theory of letter form, blackboard practice and the filling in of prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter students.

2. Bookkeeping.

This work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions.

2a. First Term.  $\frac{1}{3}$  unit. Theory of debits and credits; ruling, principles of accounting and their application; journalizing, posting; taking trial balances, closing the ledger; use of commercial papers; sales-book, purchase-book and cash-book are introduced.

3. **Stenography.** Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. As the primary object in offering this subject is to prepare students to teach it, special attention will be given to the teaching of shorthand. Three quarters.  $7\frac{1}{2}$  hours. Each quarter offered every term.

4. **Typewriting.** Eligibility requires two years of high school work. This subject may be taken either one or two periods daily. If taken two periods, one of them must be a regular class period. Advanced work includes the use of various office appliances. Six quarters, 1 unit. Offered every term.

## OUTLINE OF LAUNDRY COURSE.

One unit is offered.

### FIRST YEAR.

1. Making javelle water detergent soap, and give general notes.

**Washing.**—Table linen.

2. Removal of stains.

3. **Washing.**—Bed linen.

**Ironing.**—Tablecloth, napkins, and doilies.

4. **Washing.**—Drawers and stockings.

**Ironing.**—Sheets and pillowcases.

5. **Washing.**—Towels and plain colored pieces.

**Ironing.**—Drawers and stockings.

6. **Washing.**—Nightdress and corset covers.

**Ironing.**—Towels and colored clothes.

7. **Washing.**—Flannel and underwear.

**Ironing.**—Nightdresses and corset covers.

8. **Washing.**—Embroideries.

**Ironing.**—Embroideries and flannels.

9. Cleaning and pressing.

10. Shrinking.

### SECOND YEAR.

1. **Washing.**—White shirts.

1. **Washing and Ironing.**—Doiles and drawnwork.

2. **Washing.**—Shirt waists.

**Ironing.**—Knit and crocheted articles and flannel waists.

**Ironing.**—Shirt waists.

4. **Washing.**—Woolen dress goods, down quilt and blankets.

**Ironing.**—Flannel waists.

5. **Washing.**—Collars and cuffs, child's dress, ribbons; finish quilts and blankets.

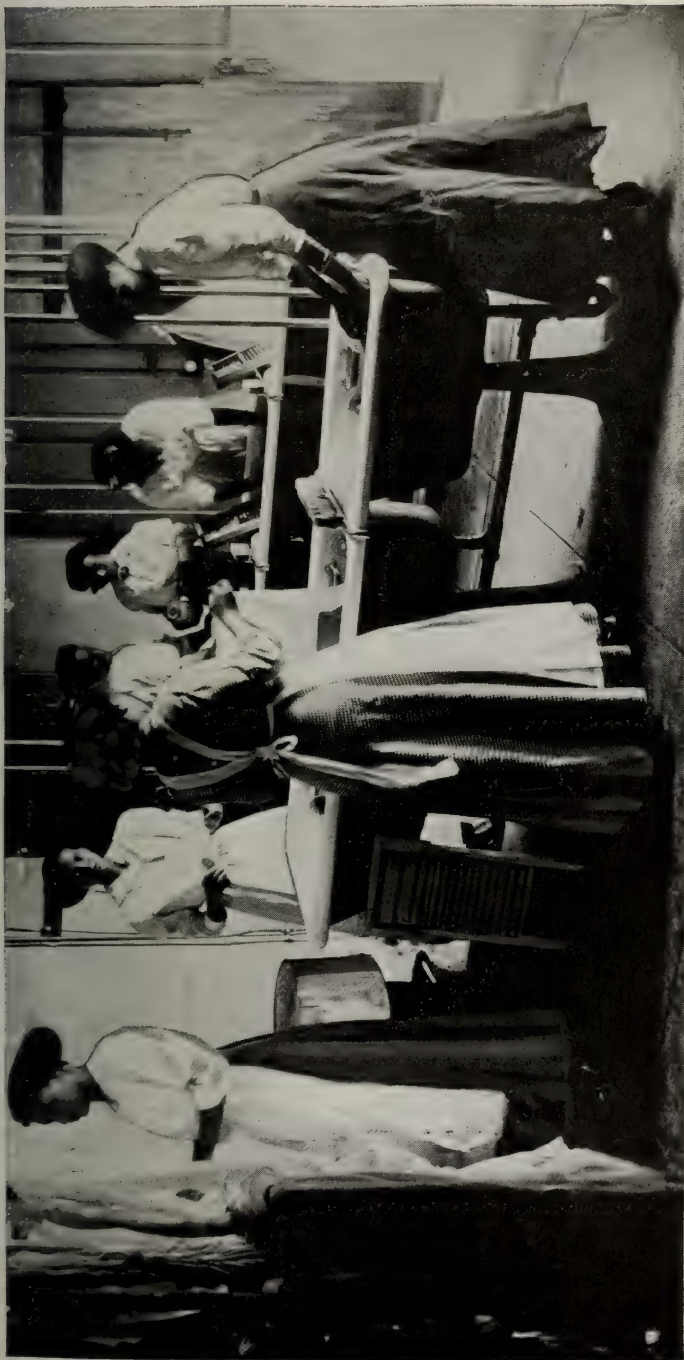
6. **Washing.**—Silks.

**Ironing.**—Silks, collars and cuffs, child's dress.

7. **Washing.**—Laces, lace curtains.

8. **Washing.**—Collarettes, stockings, handkerchiefs.

**Ironing.**—Collarettes, handkerchiefs, stockings; finish lace curtains.



IN THE LAUNDRY.





**SCHOOL OF MUSIC.****The Choral Society.**

The Choral Society is composed of students of all departments who have good voices and are able to read notes. The work of the chorus is similar to that of the orchestra in the performance of standard works, either entire or in part. Members of the Choral Society also furnish the music for the Sunday afternoon vesper service.

It is the aim of the Choral Society to perform some standard oratorical work each year, either with or without orchestral accompaniment.

**The Piano.**

One unit is offered.

The course in piano instruction embraces seven grades, and covers the following work:

1. The Rudiments of Music.
2. The study and playing of pieces by various standard composers.
3. The History of Music and Composers, with special references to composers of pieces studied.
4. The technic of Music in all its forms, including (a) scales (major and minor), in similar motion separated by an octave, third, sixth, tenth; also, in contrary motion and in octaves, double thirds and double sixths; (b) chords (common and seventh solid and broken); (c) arpeggios of the chords (common and seventh). All technic is taken with different varieties of touch and at speeds in keeping with the advancement of pupils.
5. Ear Training which requires a correct idea of sound of the scales and intervals.
6. The Theory of Music, including harmony, counterpoint and form.

Grading.—Piano instruction may be divided into seven grades. However, just where one grade ends and another begins is a matter in which there might be a difference of opinion. For example, one person might require more work of the early grades, while another would shorten the elementary work and lengthen some of the

later grades. Hence, because a pupil has not been placed a grade higher this year, does not indicate that he has made no advancement or by any means fallen short in his work. A pupil who has completed the seventh grade ought to be able to pass the final examination of a good conservatory.

Numerous recitals are given throughout the year, in which all students whose merit would warrant it are expected to take part. Students of this department also appear publicly on the monthly rhetorical programs.

Artist recitals are also frequently given by persons of renown, and these are invariably of such a high class that they are of inestimable value, not only to the students of music, but to all who would widen their general appreciation of art. Students may also give recitals under the supervision of the music faculty when their work is sufficiently advanced.

The school owns seven good pianos for practice purposes. Practice is free, but students who idle their time will be dismissed.

### **The Violin.**

Seicik school of violin technics is used in bowing and fingering and applied to scales: Arpeggios, octaves, thirds, sixths, tenths. Studies: Kayser, Dont, Kreutzer, Rhode, Fiorella.

Classes in ensemble playing for tone and accuracy.

Special and individual attention is given to the training of children and development of musical temperament, refinement and artistic style.

### **Tuition.**

Tuition for piano instruction is twenty-five (25) cents the lesson, payable in advance, once every four weeks. This entitles pupils to ample practice without extra charge. Instruction on the violin is thirty-five (35) cents the lesson. All are expected to take two lessons a week.

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## **GENERAL INFORMATION.**

### **Our Aims.**

The aim of Lincoln Institute is to fit young men and

young women of our race to live efficiently and serviceably in the world. A wholesome college life is the necessary background for a well balanced college education. Not all of the college course is outlined in the curriculum. The young man and the young woman who have not felt the thrill of college spirit may finish the course, but they have not been to college. Education at Lincoln Institute is not a catalogue of facts, but the ability to think, coupled with capacity for leadership, developed in the multiplicity of organizations.

We aim further to give the best training possible.

To provide strong Christian influences for those under our care.

To give to students individual oversight and assistance as much as possible.

To adapt our courses of study, as far as possible, to the individual aptitudes and purposes in life.

To maintain good discipline and yet put students on their honor.

To employ the strongest faculty available.

### **Our Claims.**

Lincoln Institute is one of the oldest and best equipped schools in the country for the education of Negro boys and girls.

It is not surpassed by any in the thoroughness of its work.

Its graduates are as successful as the graduates of any Negro school or the Negro graduates of any white school in this country.

Its reputation for character-making, discipline and scholarly work is high.

It is a good school to attend if one is eager to get an education.

The opportunities for self-help for students are unsurpassed.

Its good standing among the local white citizens is all that could be desired.

Its popularity with the State legislators, who visit its ground and buildings regularly and whom we enter-

tain with a musical and literary program in the Hall of Representatives every session, is possibly unique among Negro schools.

### **Advantages:**

Modern laboratories for teaching the sciences.

The equipment for teaching the trades to men and boys; and sewing, cooking, millinery and laundering to women and girls are unsurpassed.

A well equipped library.

A splendid "esprit de corps."

City water supply; fine sewerage; electric lights throughout the grounds and buildings.

Board very reasonable.

Tuition only \$3 the year to Missouri students; all others pay \$13 the year.

Fine music, including voice, violin, piano and orchestra.

Good athletics.

### **Admission.**

Male candidates for admission to the high school and normal departments are received at or above the age of twelve years, and female candidates at the same age. At the discretion of the President, those younger may be admitted.

All candidates must present testimonials of good moral character from at least three reliable persons before they will be received as members of the institution; and those who come from other institutions of learning, must submit evidence of honorable dismissal.

All candidates should be present not later than the first day of the first term. Those coming later than the first week will put themselves and their teachers to the inconvenience of a private examination.

Candidates for admission should notice carefully the courses of study, to see what will be required of them when they present themselves for classification.

Students who may for any reason be absent for a part of the semester, will be required, on returning, to



pass a satisfactory examination in the studies pursued in their class during their absence.

All letters sent to students should be addressed in care of Lincoln Institute, Jefferson City, Mo.

Jefferson City is a small place, and students coming for the first time, will experience no difficulty in finding the school. Take a taxicab at the station and come directly to Lincoln Institute.

The President has an office in the Main Building, to which the students have access at stated times. He is glad to render them any assistance that is in his power as their friend and adviser.

### **Government.**

The government of the school is positive in prohibiting all immoral practices, as well as actions leading thereto, and in exacting a uniform regard for good order, studious habits and careful observance of the prescribed routine of duty. The largest liberty consistent with these objects is granted. No arbitrary rules or unreasonable exactions are made, but good order is expected and demanded, and no successful teaching can be accomplished without it. But while order is indispensable to success in teaching, it is sought not for its own sake merely, but as an element of discipline. All discipline, as well as instruction, in this school is made subservient to these ends.

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## **REGULATIONS.**

### **Prohibitions.**

1. The association of the young men and the young women without permission; note writing between young men and young women; the passing of notes by students.

2. The use of intoxicating drinks; the use of tobacco in any of its forms; carrying firearms or any deadly weapons; indulgence in profanity, obscenity or gambling; the use or possession of dice, playing cards or any other gambling device. A single instance of intoxication or

gross immorality on the part of any student will, ipso facto, sever his connection with the institution.

3. The use or possession of any immoral literature.
4. Visiting one anothers' rooms during study hours.
5. Absence from the premises, going to the city or visiting families without permission from the President.

6. All improper behavior or unnecessary noise. Students not engaged in recitation exercises shall not be allowed to occupy recitation rooms without permission from the President.

7. Cutting, marking, or in any way defacing the building or their appurtenances; throwing trash or anything offensive from windows.

8. Students boarding in the city without special permission from the President.

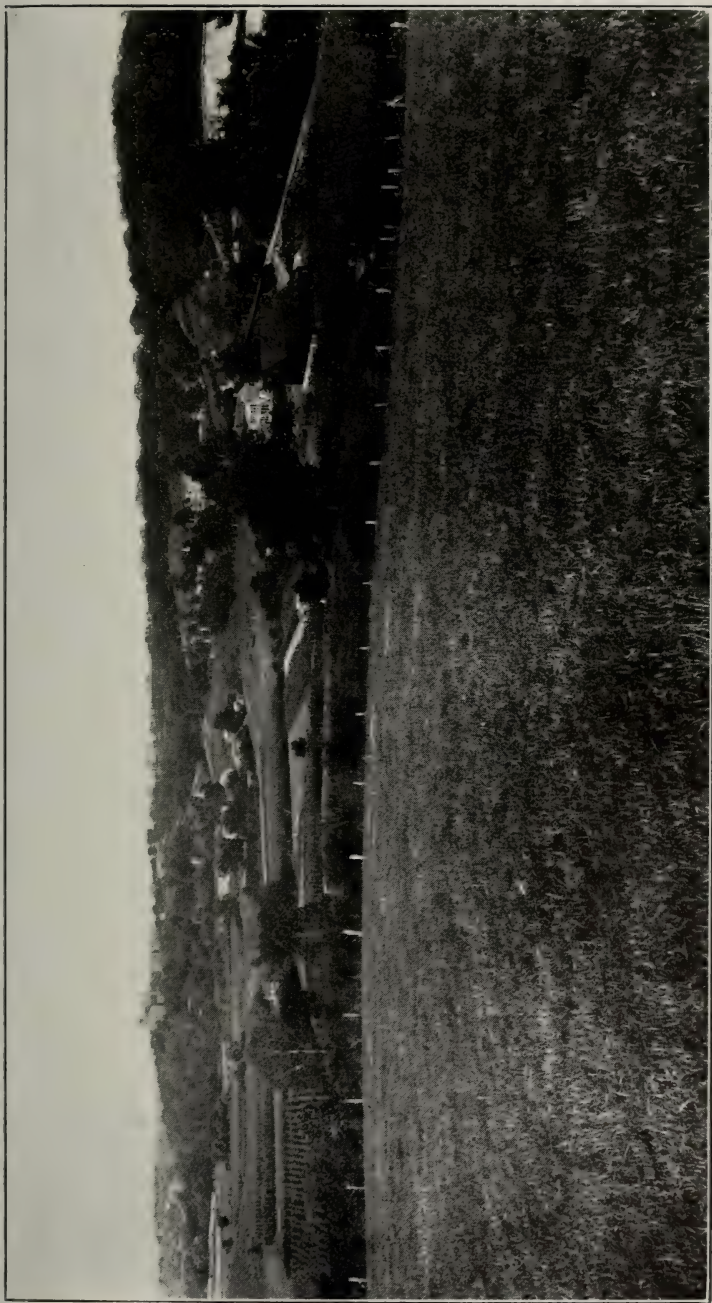
9. Throwing stones upon the grounds near the building.

10. Disturbing the trees, flowers and undergrowth.

11. Spitting on floor and walks in buildings and on the campus.

### Requirements:

1. Proper observance of the Sabbath.
2. Punctual attendance at the opening exercises of the school, recitations, the Sunday services in the Chapel, etc.
3. Strict observance of the appointed study hours.
4. Each pupil will be held responsible for all improper conduct occurring in his room, and jointly responsible for any injury beyond ordinary use, in case the offending party is not exposed.
5. Occupants of rooms must keep them in good order. Every room must be accessible at all times to the President and the Matrons.
6. All students are required to observe the advice and directions of the Matrons under whose care and control they are placed in the dormitories.
7. Each student, in order to retain his membership



THE FARM.





of Lincoln Institute, must receive at the end of the year a certificate of good deportment.

8. All students leaving before the close of the school, must obtain permission from the President.

9. These rules, as far as practicable, apply to all students, whether residing on the premises or in the city.

10. All students are expected to return to their homes at the close of the school, and not to remain in Jefferson City to make visits.

11. It is well to bring text-books formerly used.

12. Students are required to be furnished with all prescribed text-books at the time when the use of them begins.

13. All should be provided with warm clothing.

14. Young women must have rubbers and rain-coats.

15. Each article of clothing should be marked with the owner's name, and list of articles should be brought.

16. Each trunk must be plainly marked with the owner's name.

17. Every student, by entering the Institute, is regarded as giving a sacred promise to observe these and all other established regulations.

18. Parents will save us a great deal of annoyance by refraining from sending to their children boxes containing articles of food.

### **The Daily Exercises.**

The daily exercises begin at 8:30 and continue until 4:00 o'clock. The devotional exercises begin in chapel at 10:00 a. m., and last thirty minutes. All are required to be present. Lectures by visitors and by the President are given at this period, in addition to the reading of a passage from the Bible, prayer and singing.

### **Religious Exercises and Instructions.**

All students are expected to attend services in the churches of the city on Sunday morning, and the lecture in the chapel at the Institute on Sunday afternoon. All the ministers of the city, both white and colored, preach

for us at least twice during the scholastic year, and the President conducts the services when the ministers do not.

### **Religious Societies.**

The young men have a regularly organized Y. M. C. A., which has become an admirable training school for religious work; and the young women have organized a Y. W. C. A.

The King's Daughters is a regularly established branch of the national organization bearing that name, and is filling a very important place in the religious pupils.

From the religious exercises of the Institute everything of a sectarian nature is carefully excluded.

### **Text-books.**

Students are advised to bring with them whatever text-books they may have. All students must provide their own text-books. They can be bought at the school.

### **Societies.**

The Society of the Alumni was organized June 10, 1876. It is composed of those who hold diplomas, and is a valuable auxiliary to the Institute. The meeting of this society is held at the close of each scholastic year.

The Olive Branch is composed of the young ladies in the normal and college departments.

The B. F. Allen Literary Society is composed of students in all the various departments of the school, and meets every Friday evening.

The Longfellow and Shakespeare Clubs are under the direction of members of the Faculty.

The Lincoln Fraternity and the Lincoln Sorority are composed respectively of young men and young women of the higher grades. Their object is to help the literary and social life of the school.

These societies meet weekly.

### **Monthly Sociables.**

Formal social gatherings are permitted once a month, and all students below the age of eighteen are excluded

Members of the Faculty are always present at these gatherings.

### **Uniform Suits.**

The clothing of the young women must be becoming, plain and substantial. No extravagant or unnecessary finery will be permitted. Those who bring it, will be required to lay it aside while here.

The school has a uniform for girls and one for boys, and the object is to save parents the cost of expensive clothing. These uniforms can be bought or made at home or in the sewing department by those who are advanced in sewing. The cost for girls is \$7.00 to \$12.00, including the cap; for boys, \$10.50 to \$14.00. The girls' uniform will be white shirt waist suit for warm weather; a navy blue suit for cold weather; a dark silk waist may be worn. All girls are required to wear the mortar board cap. In the spring of the year a plain sailor hat may take the place of the cap. All these can be made at home or purchased in Jefferson City.

All students are required to wear the school uniform unless some special reason for not doing so is given.

### **Promotion and Graduation.**

Written examinations are held at the close of each semester. The results of these examinations, averaged with the daily recitations, determine the standing of the student in scholarship. The student whose semester average is 90 per cent. or above will be exempted from the semester examinations. At the end of each semester every student is furnished a report showing his rank, scholarship and deportment. In case of minors, these reports are furnished to parents or guardians.

A student loses his grade if at the close of any semester his standing in any three studies is less than 50 per cent. No student whose average in any study at the end of the year is below 70 per cent., or whose deportment is less than 60 per cent., will be promoted to a higher grade.

No student will be graduated either from the normal or the college department whose average in any study is

less than 70 per cent. in scholarship and less than 60 per cent. in deportment.

### Expenses.

Board for the ten months, \$95.00; laundry, \$12.50; books from \$5.00 to \$8.00, according to class.

Board must be paid in advance. Owing to the high cost of living, no deduction will be made for the fraction of a month.

### Tuition.

There is charged a tuition fee of \$3.00 the scholastic year for students who reside in the State of Missouri, and \$13.00 the scholastic year for non-residents of the state. No student will be enrolled and permitted to begin work until he has paid the year's tuition in advance.

### Scholarships.

The Lincoln Institute Alumni Association offers a scholarship covering board and tuition for the year, to the student who brings the largest number of new students above the number five. It is well to try to earn this scholarship. Last year at least 14 states were represented in our student body.

### Resume of Expenses.

In order that you may understand, the following resume of expenses for the year is given:

Board for ten months for students who do not	
care to do duty work.....	\$110.00
Board for those who do duty work.....	95.00
Laundry for young men for year.....	12.50
Instruction on piano for year.....	\$10 to \$20.00
Tuition for year.....	\$3 to \$13.00
<hr/>	
Total .....	high \$145.00
Total .....	moderate \$120.00

### Boarding Department.

The boarding department, which is under the direction of the President, will furnish board at \$11.00 for the scholastic month of four weeks, or twenty-eight days.



(Please remember that the board month is four weeks, and not from date to date.) Those who assist in the work of the department, get board for \$9.50 a month. The school year of forty weeks is divided into ten periods of four weeks each, and board must be paid invariably in advance. Money for board ought to be sent by draft, money order or registered letter to the President, and not to the students. Many students secured free board by working in this department last year. As far as possible, help or work for full or half board, will be given only to indigent but deserving students. Only those who need the help and can prove themselves deserving, need apply for aid. Money for board will be refunded only in case of sickness.

### **Opportunities for Self Help.**

Most of the students must give some time to the matter of self-support. Many of the students are earning a part of their expenses; some earn all of their way; some wait on tables; some are porters in stores; others do janitor work. One is a barber, some are agents for magazines; some play in orchestras; others collect laundry. Every year a few students discover new ways to work their way through college.

The following schedule will show the beginning and ending of each boarding month:

Begins	Ends
September 2.....	September 29
September 30.....	October 27
October 28.....	November 24
November 25.....	December 22
December 23 to December 30.....	Christmas holidays
December 31.....	January 27
January 28.....	February 24
February 25.....	March 24
March 25.....	April 21
April 22.....	May 19
May 20.....	June 16

### **Athletics.**

Some attention is given to athletics. Through the football team and the baseball team the school has been

brought before the public in a very commendable way. Every effort will be made to see that only clean, manly sports are kept up in the school.

Those who wish to make the teams must maintain an honorable record for scholarship and deportment.

### **The Library.**

The library has about 7,000 bound volumes, in addition to pamphlets, monthly and weekly magazines and daily papers. Students may draw two books and keep them two weeks with the privilege of renewal for two weeks more. Books kept longer than the required time, will be charged for at the rate of a cent a day. Pupils are expected to select, under the guidance of the teachers, and read ten books each year.

The use of the books is greatly facilitated by means of Dewey or decimal system of classification. There is on file in the library and accessible to students about thirty of the best magazines and newspapers of the country.

### **Class Marks.**

The following is the schedule by which our class marks are known:

95 to 100—E.
90 to 95—G†
85 to 90—G
80 to 85—G—
75 to 80—F†
70 to 75—F
65 to 70—F—
65 to 0—P

### **Honors.**

Class honors for the full course are as follows:

*Cum laude.*

*Magna cum laude.*

*Summa cum laude.*

### **Public Rhetorical Exercises.**

Eight public rhetorical exercises are given during the



RECEPTION ROOM—LADIES' DORMITORY.





year. The best productions from both the departments of elocution and oratory and music are given to the public on the first Monday evening of each month.

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### **Main Building.**

This building is large and complete in all provisions for health and study. It has thoroughly equipped chemical and physical laboratories; a library with fireproof ceiling, with ample provisions for a large collection of books; a chapel; an observatory for practice work in astronomy; and a gymnasium for the department of physical culture: also recitation rooms for the collegiate and normal departments. This building is lighted by electricity and heated by steam.

### **Dormitories.**

In addition to the main building, there are two large dormitories; one for young women, and the other for young men.

#### **Young Women's Dormitory.**

The new dormitory for young women has been erected at a cost of \$25,000 and is one of the most modern buildings for the purpose in the country. All the rooms are lighted by electricity and heated by steam.

The first floor is devoted almost entirely to industries for girls, and to the cuisine and dining departments.

The rooms are neat and built with a view to comfort and health. Only two girls are placed in one room unless the crowded conditions force us to put in cots.

Ample and modern facilities for baths and for heat are made. The old dormitory for girls has been remodeled and is as modern as the new building.

#### **Young Men's Dormitory.**

The young men's dormitory is also new and is one of the best appointed dormitories in the country in schools of this kind. The rooms are large enough for two occupants only and the building is supplied with baths and other modern improvements; such as electric light and steam heat.

Both dormitories are supplied with iron enameled beds, mattresses, chairs and tables, shower baths, etc.

We do not furnish towels, napkins, bedclothes, lace curtains and rugs.

### **Industrial Building.**

A main building, forty by one hundred feet, two stories in height, stands on the campus less than two hundred feet from the main school building.

About forty thousand dollars was expended in equipping this department, mainly for building and machinery.

The machine shop is one of the best equipped in the country and has all the modern equipment for making machinists. It occupies half of the first floor of the Industrial Building.

The school owns two automobiles for the use of the classes in automobile training.

The woodworking shop is forty feet by eighty and contains the following: Fifteen work-benches with tools for forty-five students, twelve wood lathes, two scroll saws, one hand saw and one grindstone.

The smith shop is forty feet square and contains fourteen down draft forges and sets of blacksmith tools; a power fan furnishes the blasts to the forges.

The machinery is all driven by a large dynamo.

### **The Shoemaking Department.**

The shoemaking department is located in the basement of the main building and is one of the most modernly equipped departments of its kind in the country. The various machines for cutting, sewing, polishing, etc., are run by electricity. It occupies two large rooms.

### **The Tailoring Department.**

The tailoring department occupies two rooms in the basement of the main building. It has six tailoring machines, gas stoves for pressing, a large sink for cleaning and other equipment necessary for a first-class tailor shop.

### **Industrial Work for Girls.**

The plain sewing, dressmaking, millinery and domestic art departments occupy the front of the old dormitory for girls. It contains twenty-five sewing machines, fifty sewing tables, dress forms, showcases, electric pressing irons, and fitting room.

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## **THE DOMESTIC SCIENCE DEPARTMENT.**

### **The Laundry.**

The laundry contains stationary wash tubs with hot and cold water, steam dryer and gas stove for making starch.

The ironing room contains twenty-five ironing boards with electric irons. It occupies two large rooms separate from the wash room.

### **The Cooking School.**

The cooking school occupies two large rooms adjoining the sewing rooms. It contains twenty-five individual gas stoves with ovens, one large gas range and one large coal range. It has kitchen cabinets with individual equipment, sinks, refrigerator, and a special demonstrating sink.

### **The Model Dining Room.**

The model dining room is model in every respect. It is perhaps the best equipped model dining room in any school in Missouri. It is equipped with silver, china, linen, rugs, curtains and shades for windows, serving tables, two dining tables each with seating capacity for twelve persons, wash room, etc.

### **Industrial Exhibits.**

The work of the industrial department has been exhibited at the State Fair in Sedalia for the past four years and five blue ribbons and five red ribbons were given us last year in competition with the best work of the state.

### **The Training School Building.**

A modern four-room rural school, with basements

containing play rooms separate for boys and girls in rough weather, and industrial shops, were constructed by the students.

In this building the Seniors and Juniors of the normal department teach under the supervision of three critic teachers.

### **The Farm Buildings.**

On the farm of sixty acres are erected barns for horses and cattle; a dairy building and a home for the farm manager.

### **The President's Home.**

The State has erected a modern two-story building near the main building as a home for the President of Lincoln Institute.

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## **SOME RULES FOR THE FACULTY.**

Teachers shall acquaint themselves with the course of study and the plan of work adopted. They will be held strictly responsible for the carrying out of the same in all matters relating to their respective departments.

Teachers shall pay particular attention to the neatness, temperature and ventilation of their schoolrooms. Each teacher shall keep the temperature of his room at from 65 to 70 degrees, with the thermometer not more than three feet from the floor.

The teachers shall co-operate at all times with the President in securing good order and in the general management of the school.

Teachers are expected to attend strictly to school duties during school hours, and to refrain from all discussion of social, political or ecclesiastical questions.

Teachers must not send their pupils on errands of any kind during school hours, except in cases of urgent necessity, and then only with the approval and permission of the President.

All teachers must keep a daily record of the work and deportment of each student, and report the same in good



shape to the President, in order that an accurate record can be kept of the same.

All teachers shall, at the close of the year, and before the salary of the last month of the year is paid, return to the President all record books, library books and all other material belonging to the school. Teachers who are absent from class on account of sickness, etc., shall be required to furnish a competent substitute, who must meet the approval of the President of the school and the executive committee of the Board.

Teachers will take care that their classrooms and the furniture, apparatus, maps, charts and other school property belonging thereto be not defaced or injured; and upon discovery of any injury they shall report the same to the President of the school.

Teachers shall not announce, nor allow to be announced, any public exhibition, entertainment or meeting not pertaining to the school; and shall not distribute, nor allow to be distributed on the school premises, any tickets to such exhibitions, entertainments or meetings.

All teachers are required to attend Faculty meeting at least once a month and oftener at the call of the President.

Teachers who board and room in the dormitories must be ready at any time to assist the President and Matrons in the care and management of the same.

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### **SOME HINTS FOR TEACHERS EVERYWHERE.**

“Perhaps the chief thing to observe is the spirit of the school, its atmosphere, that psychological and social condition which grows out of the relations existing, the motive and spirit of the work—in short, the life of the school, which is its real educative force. This is, of course, intangible and invisible, but it can be spiritually discerned.”—Gilbert, *the School and Its Life*.

“In the final analysis all great success depends upon three qualities: judgment, patience and courage.”

Keep on studying men and books. Get in touch with the world and be a part of it.

Cultivate constantly a prompt, decisive but courteous manner.

Don't grow careless about your English.

Read the best literature as a pastime.

Lend others a helping hand.

Give everybody his due; be generous; and do not let the shortcomings of others weigh too heavily upon you.

Don't get lazy and quit studying.

Don't expect everybody to boost you.

Go to a university during the summer and study for all you are worth.

Don't knock.

Don't neglect to cultivate the social graces.

## LIST OF STUDENTS

1915-1916.

## NORMAL DEPARTMENT.

## Senior Class—Young Women.

Abbingtion, Tennessee Louise.....	St. Louis, Mo.
Bolton, Nancy Beatrice.....	Jefferson City, Mo.
Boyd, LaBlanche.....	Moberly, Mo.
Burton, Maudine Corena.....	Sedalia, Mo.
Cross, Lenora Antoinette.....	Kansas City, Mo.
Dorton, Maurine Venton.....	Jefferson City, Mo.
Ellis, Bernice Olivia.....	St. Charles, Mo.
Ellis, Louise.....	St. Charles, Mo.
Enloe, Nora.....	Jefferson City, Mo.
Enloe, Zelia Helen.....	Jefferson City, Mo.
Franklin, Vence Louise.....	Springfield, Mo.
Gerheardt, Minnie Helen.....	Franklin, Mo.
Gray, Alexzina Arletta.....	St. Louis, Mo.
Hancock, Ollie Irene.....	Lexington, Mo.
Henley, Virginia Ruth.....	St. Louis, Mo.
Hicks, Mary Ella.....	Huntsville, Mo.
Irving, Christina Elizabeth.....	Louisiana, Mo.
Jackson, Viola Margueritta.....	Columbia, Mo.
Kyle, Flora Augusta.....	Independence, Mo.
Layton, Bernice Ethel.....	Springfield, Mo.
Lee, Maggie Beatrice.....	Palmyra, Mo.
Monroe, Geneva.....	Hannibal, Mo.
Oliver, Addie Frances.....	Cape Girardeau, Mo.
Oliver, Eula.....	Jefferson City, Mo.
Perkins, Ruth Zelia.....	Macon, Mo.
Queen, Velma Odessa.....	Hannibal, Mo.
Rice, Blanche Iona.....	Edwardsville, Ill.
Ritchey, Mary Louvenia.....	St. Joseph, Mo.
Simms, Eula Virginia.....	Hannibal, Mo.
Smith, Georgia Anna Paxton.....	St. Joseph, Mo.
Thompson, Aline Lula.....	Clarence, Mo.
Vivian, Elizabeth Mizelle.....	Glasgow, Mo.
Waite, Fannie.....	Joplin, Mo.
Wallace, Mary Katherine.....	Clarence, Mo.

Wells, Cora Lee.....	Napton, Mo.
Wright, Mattie Belle.....	Marshall, Mo.
Total.....	36

### Senior Class—Young Men.

Ancell, Floyd Franklin.....	Macon, Mo.
Criddle, Arie Bern.....	Cape Girardeau, Mo.
Finney, John Morton.....	Jacksonville, Mo.
Lucas, Jesse Cornelius.....	Sweet Springs, Mo.
Mason, Oscar.....	New Haven, Mo.
Simms, Harvey James.....	Webster Groves, Mo.
Valentine, Louis Porter.....	Sedalia, Mo.
Total.....	7

### JUNIOR NORMAL CLASS.

#### Young Women.

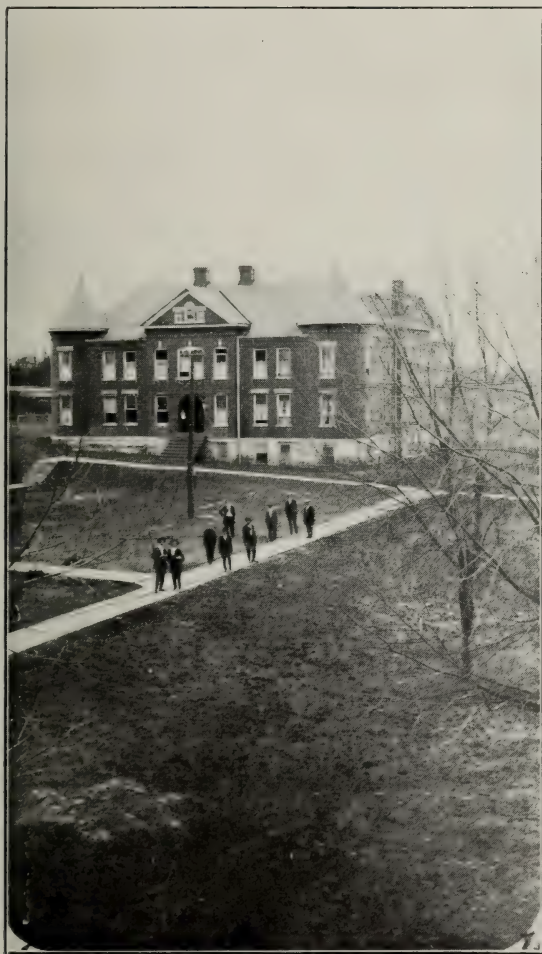
Boone, Cordelia Adelaide.....	Louisiana, Mo.
Brice, Comille Julia.....	Sedalia, Mo.
Chinn, Alberta Iona.....	Independence, Mo.
Day, Gertrude Frances.....	Kansas City, Mo.
Drew, Eugene Emma.....	Columbia, Mo.
Goins, Nannie Corinne.....	Jefferson City, Mo.
Grissom, Mabel Fern.....	Shelbyville, Ind.
Martin, Lillian Marion.....	Chicago, Ill.
Mosley, Selma Lucile.....	Columbia, Mo.
Mullins, Annie Mae.....	Clinton, Mo.
Phillips, Beulah Marie.....	Sedalia, Mo.
Pitts, Elizabeth Geraldine.....	Columbia, Mo.
Pollard, Cozetta Mae.....	Independence, Mo.
Skinner, Alma Levinia.....	St. Louis, Mo.
Tyndelle, Lethia Jane.....	Marshfield, Mo.
Walker, Roberta Bessie.....	Denver, Colo.
Weathers, Edith Irene.....	St. Louis, Mo.
Williams, Ella Cornelia.....	Huntsdale, Mo.
Williams, Estelle Ruth.....	Kansas City, Mo.
Williams, Sophia Homer.....	California, Mo.
Wilson, Flossie Gertrude.....	Slater, Mo.
Total.....	21

#### Young Men.

Barksdale, Norval Palmer.....	Poplar Bluff, Mo.
Bolton, Millicent Norman.....	Huntsville, Mo.
Bundy, Carl William.....	St. Joseph, Mo.
Carter, James Arthur.....	McKittrick, Mo.
Evans, James Pyrtle.....	Farmington, Mo.
Harvey, James Floyd.....	Troy, Mo.
Henley, Henry.....	Hannibal, Mo.*

\*Deceased.





YOUNG MEN'S DORMITORY.



Jackson, George Washington.....	Ardmore, Mo.
Kelley, Richard.....	Columbia, Mo.
Lucas, John Edward.....	Sweet Springs, Mo.
Madison, Leonard Lee.....	Slater, Mo.
Mariott, Henry Oscar.....	Boley, Okla.
Marshall, Raymond.....	Mexico, Mo.
Reed, James Owen.....	Metropolis, Ill
Robinson, Harvey Mark.....	St. Louis, Mo.
Smith, Clifton Alexander.....	Boley, Okla.
Taylor, William Edward.....	Vicksburg, Miss.
Turner, James Alfred.....	Easley, Mo.
Van Buren, William Edward.....	Fulton, Mo.
Viley, James Gordon.....	Huntsville, Mo.
Wilburn, Milton.....	Hannibal, Mo.
Total.....	21

## SENIOR HIGH.

## Young Women.

Hall, LuVerna Vivian.....	Wichita, Kans.
Webb, Zella Marie.....	Lamar, Mo.
Total.....	2

## JUNIOR HIGH SCHOOL.

## Young Women.

Bradley, Schuyler Cleota.....	Falmyra, Mo.
Burgett, Mattie Lee.....	Jefferson City, Mo.
Caldwell, Gleana Mae.....	Bloomington, Ill.
Carter, Gertrude Leota.....	Columbia, Mo.
Cason, Myrtle Norean.....	Fulton, Mo.
Ethern, Margaret Elizabeth.....	Warrensburg, Mo.
Evans, Ruby Mae.....	Jefferson City, Mo.
Fletcher, Catherine Lucinda.....	Arcadia, Mo.
Gatewood, Lauretta.....	Columbia, Mo.
Hill, Bessie Jaunita.....	Jefferson City, Mo.
Horrell, Olga Marie.....	Jefferson City, Mo.
Jennings, Leora Jessie.....	Warrensburg, Mo.
Keene, Anna Beatrice.....	Centralia, Mo.
King, Annie Lucile.....	Jefferson City, Mo.
King, Fannie Cecile.....	Jefferson City, Mo.
Lansdown, Goldie Elsie.....	Jefferson City, Mo.
Lucas, Annie Beatrice.....	Sweet Springs, Mo.
Lynes, Maude Mae.....	Fulton, Mo.
Miller, Georgia Elouise.....	Glasgow, Mo.
Pannell, Nettie Beatrice.....	Tebbetts, Mo.
Payne, Odessa.....	Columbia, Mo.
Smith, Mabel Cora.....	Edwardsville, Ill.

Thomas, Clara Cordelia.....	Gilliam, Mo.
Thomas, John Vivian.....	Jefferson City, Mo.
Tucker, Anna Mae.....	Louisiana, Mo.
Total.....	25

#### Young Men.

Brown, Jesse Andrew.....	Arcadia, Mo.
Carlock, Cecil Henry.....	Greenville, Mo.
Damel, Carroll Colton.....	Jefferson City, Mo.
Evans, Ray Willard.....	Jefferson City, Mo.
Gardner, Jesse Nathaniel.....	St. Charles, Mo.
Green, Robert Leon.....	Chillicothe, Mo.
Harris, James Devear.....	Nelson, Mo.
Johnson, Isaac John.....	Warrensburg, Mo.
Queen, Marquis Manzilla.....	Hannibal, Mo.
Taylor, Mansfield.....	Kansas City, Mo.
Thuston, Earnest.....	St. Charles, Mo.
Thomas, Rufus.....	Gilliam, Mo.
Townsend, Samuel McKinley.....	Bonne Terre, Mo.
Walker, Augustine Sylvester.....	Herculaneum Mo.
Total.....	14

#### SOPHOMORE HIGH CLASS.

##### Young Women.

Aitch, Ethel Lillian.....	Union, Mo.
Bass, Jessie Lee.....	Carthage, Mo.
Bragg, Margaret Elizabeth.....	Fulton, Mo.
Brinker, Pansy.....	Carthage, Mo.
Brown, Claudie May.....	Wentzville, Mo.
Burgett, Ardella Effie.....	Jefferson City, Mo.
Carter, Wilma Gladys.....	Kansas City, Mo.
Cooper, Berna Elizabeth.....	Callao, Mo.
Estell, Helen Nora.....	Plattsburg, Mo.
Ferguson, Margaretta Sarah.....	Marshall, Mo.
Johnson, Viola.....	Fulton, Mo.
Jackson, Edith Lucile.....	Sweet Springs, Mo.
Logan, Nellie.....	New Bloomfield, Mo.
Nelson, Edith Elizabeth.....	Herculaneum, Mo.
Nichols, Gertrude B.....	Marshall, Mo.
Slaughter, Morean.....	Chillicothe, Mo.
Squires, Lena Rosa.....	Miami, Mo.
Thomas, Omega Adelaide.....	Jefferson City, Mo.
Wallace, Jessie Alma.....	Omaha, Neb.
Wallace, Myrtle Cloteal.....	St. Clair, Mo.
White, Mottary Dean.....	Sweet Springs, Mo.
Wilson, Arebelle Ruth.....	Fulton, Mo.
Total.....	22



## Young Men.

Carter, Raymond Genword.....	Kansas City, Mo.
Cleveland, Joseph Edgar.....	Houston Texas
Farris, Glover Cornelius.....	Clarksville, Mo.
Fletcher, Russell.....	Chickasha, Okla.
Hall, Lannie.....	Dalton, Mo.
Jones, Boyd.....	St. Charles, Mo.
Jones, Herman Henry.....	Springfield, Mo.
Kelly, Robert Henry.....	DeSota, Mo.
Lane, Edmund Crombaugh.....	Jefferson City, Mo.
Madison, Douglass.....	Slater, Mo.
Marteen, William Scott.....	Montgomery City, Mo.
Mast, Albert, Jr.....	Boley, Okla.
Napier, Lee.....	Nelson, Mo.
Nickens, Marvin.....	Martinsburg, Mo.
Reedy, Walter.....	Joplin, Mo.
Robinson, David Orville.....	Carthage, Mo.
Scott, Theodore.....	Carthage, Mo.
Smith, Irving Lee.....	Billingsville, Mo.
Smith, James Blaine.....	Richmond, Mo.
Stevenson, Oliver Raymond.....	Napton, Mo.
Steward, Eugene Howard.....	Joplin, Mo.
Thomas, James Oliver.....	Gilliam, Mo.
Walker, Clarence.....	Chamois, Mo.
Total.....	23

## FRESHMAN HIGH CLASS.

## Young Women.

Bruner, Edna, Irene.....	Yeager, Okla.
Bryant, Louise Meltonia.....	Union, Mo.
Carter, John Anna.....	Boley, Okla.
Evans, Ruth Mae.....	Jefferson City, Mo.
Frazier, Mandaline Mary.....	Shelbyville, Mo.
Green, Bernice Elizabeth.....	Plattsburg, Mo.
Hayden, Florence Bertie.....	Kirkwood, Mo.
Monroe, Dorothy Belle.....	Blackwater, Mo.
Moore, Anna Bell.....	Fulton, Mo.
Muldrow, Thelma Mae.....	Clarence, Mo.
Murphy, Frosty Magurite.....	St. Louis, Mo.
Netl, Thelma.....	LaGrange, Mo.
Riddle, Gertie.....	Eufaula, Okla.
Slater, Myrtle Georgia.....	Jefferson City, Mo.
Slaughter, Ilee.....	Chillicothe, Mo.
Sneed, Cassie Bell.....	Centralia, Mo.
Steward, Cynthia.....	Festus, Mo.
Street, Olivia, May.....	Jefferson City, Mo.

Taylor, Hattie Mae.....	Memphis, Tenn.
Thornton, Lucile Cicely.....	Jefferson City, Mo.
Ward, Myrtle.....	Murphysboro, Ill.
Washington, Phebe Hazel.....	Slater, Mo.
Weathers, Etta Savana.....	St. Louis, Mo.
Weathers, Alberta.....	St. Louis, Mo.
White, Hortense Ellen.....	Denver, Colo.
Total.....	25

### Young Men.

Bridges, John Elmer.....	Farmington, Mo.
Brock, Walter Bass.....	Centralia, Ill.
Brown, Ornie Gilbert.....	Washington, Mo.
Bryant, Linnear Harrison.....	Charleston, Mo.
Cahill, Clyde Sylvester.....	Washington, Mo.
Canty, Spencer Daniel.....	Jefferson City, Mo.
Chambers, Hobert.....	Boley, Okla.
Connor, Oliver Leslie.....	Armstrong, Mo.
Copening, Roy Percell.....	Dewmaine, Ill.
Daniels, Leo Henry.....	Montgomery City, Mo.
Florence, William.....	Shelbyville, Mo.
Foster, Beverly Reed.....	Gilliam, Mo.
Hall, Hollis.....	Dalton, Mo.
Holder, Ralph Otto.....	Clarence, Mo.
Johnson, Robert Joel.....	Williamsburg, Mo.
Lane, Bassett Ellis.....	Jefferson City, Mo.
Lee, Bishop Allen.....	Salisbury, Mo.
Moore, Glendie.....	Paris, Mo.
Murphy, John Edward.....	Nelson, Mo.
Nelson, Jeffie James.....	St. Marys, Mo.
Nickens, Irvin Sylvester.....	Martinsburg, Mo.
Pondexter, Collins.....	Blackwater, Mo.
Smith, Elzy Rufus.....	St. Marys, Mo.
Tutt, Harold Lindsay.....	Jefferson City, Mo.
Willis, Henry.....	Montgomery City, Mo.
Total.....	25

### SPECIAL STUDENTS.

#### Young Women.

Anderson, Catherine Clara.....	Columbia, Mo.
Banks, Clementine.....	Chillicothe, Mo.
Gossin, Julia Vertetta.....	Kansas City, Mo.
Irving, Edna Lee.....	St. Louis, Mo.
Kemper, Willie Mae.....	St. Louis, Mo.
Powers, Blanche Bukley.....	Du Quoin, Ill.
Thomas, Willie Mae.....	St. Louis, Mo.
Thomas, Jaunita.....	Jefferson City, Mo.

Tolbert, Goldie, Irene.....	Lexington, Mo.
Total.....	9

## Young Men.

Bailey, Gary Louis.....	Huntsville, Mo.
Berry, Remus.....	Paris, Mo.
Blanchard, Oscar.....	Kansas City, Mo.
Brooks, James.....	New Bloomfield, Mo.
Brown, Decordia Austin.....	Napton, Mo.
Buckner, Melvin.....	Palmyra, Mo.
Bush, LeRoy.....	Fulton, Mo.
Carter, Ovel Leonard.....	Kirkwood, Mo.
Cason, Frank.....	Fulton, Mo.
Chapple, Leon Christopher.....	Greenville, Miss.
Davis, Lawyer David.....	Jefferson City, Mo.
Davis, James Randolph.....	Clarksville, Mo.
Densmore, Thad.....	Sedalia, Mo.
Douglass, George Anthony.....	Elsberry, Mo.
Farris, Nathaniel.....	Williamsburg, Mo.
Green, Owen.....	Sedalia, Mo.
Jackson, Oscar Leonard.....	Lexington, Mo.
Johnson, Hurley Alvin.....	St. Louis, Mo.
Jones, Warner Lealen.....	Wentsville, Mo.
Lansdown, Leroy.....	Jefferson City, Mo.
McCoy, Walter.....	St. Louis, Mo.
Mansur, Hiawatha Edward.....	Richmond, Mo.
Miller, Marshall.....	Warrensburg, Mo.
Nichols, William David.....	Fulton, Mo.
Pondexter, Abraham Lewis.....	Blackwater, Mo.
Randolph, Frank.....	Hannibal, Mo.
Riddle, Cubb.....	Eufaula, Okla.
Rollins, Alphonso.....	Philadelphia, Pa.
Sallee, Lewis Edward.....	Fulton, Mo.
Scott, Monroe Peter.....	Louisiana, Mo.
Smith, Harry Lee.....	Paris, Mo.
Tervalon, Maceo Adolph.....	Chicago, Ill.
Vaught, Stanley P.....	Johnson City, Tenn.
White, William.....	Pittsburg, Kans.
White, Glen Delmer.....	Sweet Springs, Mo.
Wilson, Thurman.....	Poplar Bluff, Mo.
Wilson, William.....	St. Louis, Mo.
Total.....	37

## "B"—Girls.

Cargile, Mary Cecelia.....	Jefferson City, Mo.
Cargile, Julia Lelia.....	Jefferson City, Mo.

Childers, Eula Mildred.....	Wagoner, Okla.
Graham, Leona Pearl.....	Jefferson City, Mo.
Moore, Mary Alice.....	Jefferson City, Mo.
Total.....	5

**"B"—Boys.**

Armstrong, William Anderson.....	Nashville, Tenn.
Copenig, Fred Russell.....	Dewmaine, Ill.
Fields, Richard Frances.....	Platte City, Mo.
Foreman, Dewey.....	Foreman, Okla.
Goins, Virgil.....	Richmond, Mo.
Horrell, Seibert.....	Jefferson City, Mo.
Jefferson, William Edward.....	St. Louis, Mo.
Mason, Richard Gilmore.....	Jefferson City, Mo.
McClure, Henry Washington.....	Foreman, Okla.
Nero, Henry.....	Eufaula, Okla.
Pondexter, James.....	Wewoke, Okla.
Robbins, Homer Douglass.....	Omaha, Neb.
Stewart, John Maurice.....	Sedalia, Mo.
Thomas, Elwood Kierns.....	Jefferson City, Mo.
Ward, Richard Harold.....	Bozeman, Mont.
Total.....	15

**"C"—Girls.**

Robinson, Annie Mazie.....	Olean, Mo.
Total.....	1

**"C"—Boys.**

Brown, Cassie Otis.....	Napton, Mo.
Franklin, Homer Dunbar.....	St. Louis, Mo.
Orms, Vernon Earl.....	St. Aubert, Mo.
Porter, Paulinnis.....	Paris, Mo.
Taylor, Earl.....	Moberly, Mo.
Total.....	5

**"D"—Girls.**

Barrington, Esther Lee.....	Hannibal, Mo.
Barrington, Ruth.....	Hannibal, Mo.
Bledsoe, Alma Maude.....	Montgomery City, Mo.
Hill, Carrie May.....	Lupus, Mo.
Lynch, Elzira.....	Vinita, Okla.
Moore, Josephine.....	Jefferson City, Mo.
Mosley, Vivian Leola.....	Jefferson City, Mo.
Robinson, Zoe Rena.....	Olean, Mo.
Ross, Sadie.....	Clayton, Mo.
Thomas, Twenth Flora.....	Jefferson City, Mo.
Total.....	10



## "D"—Boys.

Dillard, Bertrand.....	Omaha, Neb.
Davis, Clarence.....	Minneapolis, Minn.
Harris, Elmer.....	Jefferson City, Mo.
Mason, Booker T.....	Jefferson City, Mo.
Turner, Elmore Howard.....	Easley, Mo.
Total.....	5

## INSTRUMENTAL MUSIC.

## First Grade—Young Women.

Allen, Ruth	Jackson, Viola
Aitch, Ethel	Lynch, Elzira
Bolton, Catherine	Nelson, Edith
Bryant, Louise	Pannel, Nettie
Caldwell, Galena	Payne, Odessa
Carter, Gertrude	Ross, Sadie
Frazier, Madeline	Tyndell, Lethia
Gray, Alexzina	Wallace, Cloteal
Total.....	16

## First Grade—Young Men.

Armstrong, William	Stewart, John
Cahill, Clyde	Wilson, Thurman
Smith, Elzy	
Total.....	5

## Second Grade—Young Women.

Abbingtion, Tennessee	Estell, Helen
Allen, Julia	Hayden, Florence
Banks, Clementine	Kemper, Willie
Bass, Jessie	Squires, Lena
Total.....	8

## Second Grade—Young Men.

Lane, Edmund	
Total.....	1

## Third Grade—Young Women.

Irving, Christine	Sneed, Cassie
Murphy, Frosty	Wells, Cora
Total.....	4

## Third Grade—Young Men.

Bryant, Linear	
Total.....	1

## Fourth Grade—Young Women.

Bragg, Margaret	Lansdown, Goldie
Green, Bernice	Lynes, Maude
Hall, LuVerna	
Total.....	5

**Fourth Grade—Young Men.**

Reedy, Walter	
Total.....	1

**Fifth Grade—Young Women.**

Drew, Eugene	Webb, Zella
Powers, Blanche	Williams, Ruth
Wallace, Jessie	
Total.....	5

**Fifth Grade—Young Men.**

Wilburn, Milton	
Total.....	1

**Sixth Grade—Young Women.**

Henley, Virginia	Perkins, Ruth
Lee, Maggie	Queen, Velma
Total.....	4

**MUSIC DEPARTMENT.****Voice Culture.**

Green, Bernice	Thomas, Omega
Hall, LuVerna	Thomas, Jaunita
Laton, Ethel	Smith, Georgia
Powers, Blanche	Carlock, Cecil
Skinner, Alma	Vaught, Stanley
Taylor, Hattie	
Total.....	11

**VIOLIN.****First Grade—Young Men.**

Dillard, Bertrand	Nelson, Jeffie
Foster, Beverly	Steward, Eugene
Total.....	4

**First Grade—Young Women.**

Lee, Maggie	Thomas, Vivian
Overstreet, Marea	Waite, Fannie
Thompson, Frances	
Total.....	5

**Second Grade—Young Men.**

Iane, Bassett	
Total.....	1

**Second Grade—Young Women.**

Allen, Julia	Thomas, Omega
Total.....	2

**Third Grade—Young Women.**

Cross, Lenora	
Total.....	1

**Fourth Grade—Young Men.**

Evans, James	Robbins, Homer
Robinson, Harvey	
Total.....	3



*A Class in Physical Culture*





DEPARTMENT OF DRAWING, RAFFIA, REED WORK AND  
CLAY MODELING.

## Drawing in Water Colors.

Abington, Tennessee	Thompson, Aline
Bolton, Nancy	Wallace, Mary
Boyd, LaBlanche	Damel, Carol
Enloe, Nora	Lane, Edward
Geheardt, Minnie	Orme, Vernon
Goins, Nannie	Smith, Irvin
Lee, Maggie	Vaught, Stanley
Queen, Velma	
Total.....	15

## Clay Modeling.

Abington, Tennessee	Oliver, Addie
Bolton, Nancy	Perkins, Ruth
Burton, Corena	Queen, Velma
Boyd, LaBlanche	Rice, Blanche
Cross, Lenora	Ritchey, Mary
Dorton, Maurine	Simms, Eula
Enloe, Zelia	Smith, Georgia
Enloe, Nora	Thompson, Aline
Ellis, Bernice	Tolbert, Goldie
Gehheardt, Minnie	Vivian, Mizelle
Goins, Nannie	Waite, Fannie
Gray, Alexzina	Wallace, Mary
Hancock, Ollie	Wright, Mattie
Hicks, Mary	Damel, Carol
Irving, Christine	Lane, Edward
Jackson, Viola	Smith, Irvin
Monroe, Geneva	Vaught, Stanley
Total.....	34

## Oil Painting.

Abington, Tennessee	Lee, Maggie
Anderson, Clara	Miller, Elouise
Bolton, Nancy	Payne, Odessa
Boyd, LaBlanche	Queen, Velma
Caldwell, Galena	Thompson, Aline
Enloe, Nora	Vivian, Mizella
Ethern, Margaret	Wallace, Mary
Fletcher, Catherine	Damel, Carroll
Gatewood, Lauretta	Lane, Edmund
Gerheardt, Minnie	Smith, Irvin
Goins, Nannie	Vaught, Stanley
King, Cecile	
Total.....	23

**Water Coloring, Nature Drawing, Painting and Designing.**

Bass, Jessie	Cantey, Spencer
Burgett, Ardella	Connors, Leslie
Cooper, Berna	Foster, Beverly
Estell, Helen	Lane, Bassett
Green, Bernice	Moore, Glendie
Nichols, Gertrude	Nelson, Jeffie
Squires, Lena	Orme, Vernon
White, Hortensea	Smith, Elzy
Daniels, Leo	Tull, Harold
Total.....	18

**Arts and Crafts.**

Abington, Tennessee	Monroe, Geneva
Bolton, Nancy	Oliver, Addie
Boyd, LaBlanche	Oliver, Eula
Bunton, Connie	Perkins, Ruth
Cross, Lenora	Queen, Velma
Dorton, Maurine	Rice, Blanche
Enloe, Nora	Ritchey, Mary
Enloe, Zelia	Simms, Eula
Ellis, Bernice	Smith, Georgia
Gerheardt, Minnie	Thompson, Aline
Gray, Alexzina	Tolbert, Goldie
Hancock, Ollie	Vivian, Mizelle
Hicks, Mary	Waite, Fannie
Irving, Christine	Wallace, Mary
Jackson, Viola	Wright, Mattie
Lee, Maggie	
Total.....	31

**DOMESTIC ART DEPARTMENT.****Plain Sewing.****First Year.**

Aitch, Ethel	Layton, Ethel
Bass, Jessie	Lucas, Anna
Bragg, Margaret	Miller, Elouise
Brown, Claudie	Monroe, Dorothy
Burgett, Mattie	Moore, Anna
Burton, Corine	Muldrow, Thelma
Caldwell, Galena	Nelson, Edith
Cargile, Mary	Nichols, Gertrude
Cargile, Julia	Powers, Blanche
Childers, Eula	Sneed, Cassie
Cooper, Berna	Taylor, Hattie
Dorton, Maurine	Thomas, Omega
Ethern, Margaret	Thomas, Cordelia

Estell, Helen	Tucker, Anna
Ferguson, Margaret	Wallace, Cloteal
Fletcher, Katherine	Wallace, Jessie
Jennings, Leora	Ward, Myrtle
Johnson, Viola	Williams, Sophia
Green, Bernice	Wilson, Arabell
Total.....	38

**Elementary Sewing.****Second Year.**

Barrington, Esther	Mosley, Vivian
Bledsoe, Alma	Robinson, Zoe
Graham, Pearl	Robinson, Mary
Hill, Carrie	Ross, Sadie
Moore, Josephine	Thomas, Tincy
Total.....	10

**Fancy Needle Work.****First Year.**

Anderson, Clara	Ellis, Bernice
Banks, Clementine	Martin, Lillian
Total.....	4

**Second Year.**

Franklin, Vence	Martin, Lillian
Hicks, Mary	Queen, Velma
Lee, Maggie	Tolbert, Goldie
Logan, Nellie	Waite, Fannie
Oliver, Eula	Wells, Cora
Total.....	10

**Dressmaking.****First Year.**

Anderson, Clara	Irving, Edna
Banks, Clementine	King, Cecile
Bryant, Louise	King, Lucile
Carter, Anna	Neil, Thelma
Carter, Gertrude	Pannel, Nettie
Carter, Wilma	Slaughter, Illee
Day, Gertrude	Slaughter Norean
Evans, Mae	Stewart, Cynhtia
Gatewood, Lauretta	
Total.....	17

**Second Year.**

Abington, Tennessee	Pollard, Cozetta
Drew, Eugenia	Monroe, Geneva
Enloe, Nora	Ritchey, Mary
Enloe, Zelia	Smith, Georgia
Franklin, Vence	Tolbert, Goldie

Hall, LuVerna	Tyndell, Lethia
Hancock, Ollie	Weathers, Edith
Lee, Maggie	Williams, Ella
Pitts, Elizabeth	Williams, Ruth
Total.....	18

**Millinery.**

Anderson, Clara	Murphy, Frosty
Banks, Clementine	Neil, Thelma
Bryant, Louise	Queen, Velma
Cross, Lenora	Stewart, Cynthia
Enloe, Nora	Smith, Georgia
Gehreardt, Minnie	Thompson, Aline
Gossin, Vertella	Vivian, Mizelle
Jackson, Viola	Wallace, Mary
Total.....	16

**DOMESTIC SCIENCE DEPARTMENT.****Teachers' Training Course.**

Boyd, LaBlanche	Oliver, Addie
Bolton, Nancy	Perkins, Ruth
Burton, Corinne	Queen, Velma
Franklin, Vence	Rice, Blanche
Gehreaddt, Minnie	Thompson, Aline
Gray, Alexzina	Tolbert, Goldie
Hancock, Ollie	Waite, Fannie
Henley, Virginia	Walalce, Mary
Jackson, Viola	Wright, Mattie
Lee, Maggie	
Total.....	19

**Advanced Cooking.****First Year.**

Aitch, Ethel	Jackson, Edith
Banks, Clementine	Johnson, Viola
Bragg, Margaret	Slater, Myrtle
Brown, Claudie	Slaughter, Norean
Bruner, Edna	Thomas, Omega
Carter, Welma	Wallace, Cloteal
Cooper, Berna	White, Dean
Total.....	14

**Second Year.**

Anderson, Clara	Keene, Anna
Burgett, Mattie	Lucas, Anna
Caldwell, Galena	Payne, Odessa
Cason, Myrtle	Smith, Mable
Fletcher, Catherine	Thomas, Vivian
Hill, Bessie	Tucker, Anna
Horrell, Olga	
Total.....	13



## PREPARATORY DEPARTMENT.

## First Year.

Barrington, Esther	Moore, Josephine
Bledsoe, Alma	Robinson, Zoe
Hill, Carrie	Thomas, Tincy
Total.....	6

## Second Year.

Cargile, Mary	Graham, Pearl
Cargile, Julia	Moore, Mary
Childers, Eula	
Total.....	5

## Third Year.

Bryant, Louise	Taylor, Hattie
Hayden, Florence	Thornton, Lucile
Moore, Annabell	Weathers, Alberta
Muldrow, Thelma	Weathers, Etta
Murphy, Frosty	White, Hortense
Riddle, Gertie	Wilson, Arabel
Street, Olivia	
Total.....	13

## DOMESTIC SCIENCE AND HOUSEHOLD MANAGEMENT.

Boone, Cordelia	Pollard, Cozett
Brice, Camile	Powers, Blanche
Chinn, Alberta	Skinner, Alma
Day, Gertrude	Walker, Roberta
Grissom, Mabel	Wilson, Flossie
Martin, Lillian	Williams, Ella
Mullins, Anna	Williams, Estell
Phillips, Beulah	Weathers, Edith
Pitts, Elizabeth	
Total.....	17

## Special Students.

Anderson, Clara	Slater, Myrtle
Banks, Clementine	Kemper, Willie Mae
Gossin, Virtella	Powers, Blanche
Total.....	7

## SHOEMAKING DEPARTMENT.

## First Year.

Canty, Spencer	Nelson, Jeffie
Copening, Frederick	Sallee, Louis
Franklin, Homer	Thomas, Elwood
Harrie, Elmer	Turner, Elmore
Mason, Booker T.	Ward, Richard
Mason, Richard	Wilson, Thurman
Total.....	12

**Second Year.**

Copening, Roy	Horrell, Seibert
Fletcher, Russell	Porter, Paulinnis
Holder, Ralph	Reed, James
Total.....	6

**Third Year.**

Damel, Carroll	Simms, Harvey
Lane, Edward	Townsend, Samuel
Total.....	4

**Special Students.**

Buckner, Melvin	Henley, Henry
Carter, James	Smith, Irving
Total.....	4

**TAILORING DEPARTMENT.****First Year.**

Bailey, Gary	Thurston, Ernest
Bolton, Millicent	Viley, James
Murphy, John	White, Delmer
Reedy, Walter	
Total.....	7

**Second Year.**

Brown, Jesse	Kelly, Robert
Carter, Raymond	Poindexter, Collins
Farris, Cornelius	Robinson, Harvey
Hall, Lannie	Van Buren, William
Total.....	8

**Third Year.**

Ancell, Floyd	Wilburn, Milton
Mast, Albert	
Total.....	3

**Special Students—First Year.**

Jones, Warner	Sallee, Louis
Nichols, William	Scott, Monroe
Poindexter, Abraham	
Total.....	5

**Special Students—Second Year.**

Jackson, Leonard	Miller, Marshall
Total.....	2

**MACHINERY AND AUTOMOBILE DEPARTMENTS.****First Year.**

Armstrong, William	Hall, Hollis
Brown, Otis	Holder, Ralph
Brown, Decordia	Johnson, Hurley
Brock, Walter	Jones, Boyd
Bryant, Linear	Moore, Glendi

Cahill, Clyde	Nero, Henry
Carter, Ovel	Orme, Vernon
Carter, Raymond	Robinson, David
Cahill, Clyde	Rollins, Alphonso
Chambers, Hobert	Smith, Blaine
Davis, Lawyer	Smith, Elzy
Farris, Nathaniel	Stewart, Eugene
Foreman, Dewey	Taylor, Mansifield
Gardner, Jesse	Teverlon, Maceo
Goins, Virgil	Willis, Henry
Total.....	30

**Second Year.**

Davis, James	Taylor, Earl
Berry, Remus	Thomas, Oliver
Blanchard, Oscar	Walker, Sylvester
Riddle, Cubb	White, William
Smith, Harry	Wilson, Thurman
Total.....	10

**BLACKSMITHING DEPARTMENT.****First Year.**

Brown, Vernon	McClure, Henry
Cahill, Clyde	Orme, Vernon
Chambers, Hobert	Robinson, David
Connor, Leslie	Scott, Monroe
Florence, William	Smith, Elzy
Foreman, Dewey	Smith Blaine
Hall, Hollis	Stewart, Eugene
Jones, Herman	Taylor, Mansfield
Moore, Glendi	Wilson, Thurman
Total.....	18

**Second Year.**

Johnson, Joel	Stephenson, Oliver
Kelly, Richard	Taylor Earl
Riddle, Cubb	Walker, Clarence
Total.....	6

**Third Year.**

Brock, Walter	
Total.....	1

**Special Students.**

David, Lawyer	Randolph, Frank
Total.....	2

## CARPENTRY DEPARTMENT.

## First Year.

Ancell, Floyd	Green, Robert
Bridges, Elmer	Lucas, Jesse
Brown, Ornie	Mason, Oscar
Criddle, Arie	McClure, Henry
Daniel, Leo	Simms, Harvey
Dillard, Bertrand	Taylor, William
Finney, John	Tutt, Harold
Fields, Richard	Vaught, Stanley
Foster, Beverly	
Total.....	17

## Second Year.

Stewart John	Valentine, Louis
Total.....	2

## Third Year.

Jackson, George	Madison, Leonard
Jefferson, William	Robbins, Homer
Lee, Bishop	
Total.....	5

## Fourth Year.

Marriott, Henry	Marshall, Raymond
Total.....	2

## Special Students—First Year.

Tervalon, Maceo	
Total.....	1

## Special Students—Second Year.

Mansur, Hiawahta	Lansdown, LeRoy
Total.....	2

## MECHANICAL DRAWING DEPARTMENT.

## First Year.

Armstrong, William	Mansur, Hiawahta
Bridges, Elmer	Mason, Oscar
Brown, Ornie	Queen, Manzilla
Daniels, Leo	Simms, Harvey
Foster, Beverly	Taylor, Earl
Green, Robert	Taylor, William
Jackson, George	Vaught, Stanley
Lee, Bishop	
Total.....	15

## Second Year.

Barksdale, Norval	
Total.....	1

## WOOD-TURNING DEPARTMENT.

## First Year.

Bridges, Elmer	Jefferson, William
Brown, Ornie	Lee, Bishop
Daniels, Leo	Marshall, Raymond
Dillard, Bertrand	Mariott, Henry
Evans, James	Queen, Manzilla
Foster, Beverly	Robbins, Homer
Fields, Richard	Stewart, John
Green, Robert	Taylor, William
Jackson, George	Tutt, Harold
Total.....	18

## AGRICULTURAL DEPARTMENT.

## First Year—Girls.

Barrington, Esther	Nelson, Edith
Bledsoe, Alma	Robinson, Zoe
Moore, Josephine	Ross, Sadie
Mosley, Vivian	Thomas, Tincy
Total.....	8

## First Year—Boys.

Carter, Raymond	Poindexter, Collins
Fletcher, Russell	Reedy, Walter
Lane, Edmund	Stephens, Oliver
Madison, Douglass	Thomas, Oliver
Marteen, William	Turner, Elmore
Mast, Albert	Walker, Clarence
Nickens, Marvin	
Total.....	13

## Second Year—Girls.

Anderson Clara	Fayne, Odessa
Total.....	2

## Second Year—Boys.

Brown, Jesse	Poindexter, Abraham
Evans, Ray	Queen, Manzilla
Green, Robert	Thomas, Rufus
Davis, James	Townsend, Samuel
Johnson, John	
Total.....	9

## Third Year—Boys.

Chapple, Leon	
Total.....	1



## SUMMARY

1915-1916.

## NORMAL DEPARTMENT.

## Senior Class.

Young men.....	7	
Young women.....	36	43

## Junior Class.

Young men.....	21	
Young women.....	21	42

## HIGH SCHOOL DEPARTMENT.

## Senior Class.

Young women.....	2	2
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## Junior Class.

Young men.....	14	
Young women.....	25	39

## Sophomore Class.

Young men.....	23	
Young women.....	22	45

## Freshman Class.

Young men.....	25	
Young women.....	25	50

## GRAMMAR SCHOOL DEPARTMENT.

## "B" Class.

Young men.....	15	
Young women.....	5	20

## "C" Class.

Young men.....	5	
Young women.....	1	6

## "D" Class.

Young men.....	5	
Young women.....	10	15

## Special Students.

Young men.....	37	
Young women.....	9	46

## Model School.

Boys .....	25	
Girls .....	25	50

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Grand total .....	368
Counties represented.....	13
States represented.....	74

## ALUMNI REGISTER

## Roster of the Alumni Association.

R. A. West, '01 (1010-1917)	President
Ruth E. Caldwell, '07	Vice-President
Jackson, Laura (Mrs. U. Grant Tayes) '02	Recording Secretary
Floy King, '08	Corresponding Secretary
Florence G. Pigeon, '01	Treasurer

(Members of the Alumni are requested to keep in touch with the school and to notify the President of any changes of address that may take place during year.)

1876.

## Normal Department.

Agee, John	St. Louis*
Jones, William H.	Principal Bartlette High School, St. Joseph
Total	2

1877.

## Normal Department.

Cerre, Harriett M. (Irvin)	St. Louis*
Oliver, Harriet	Supt. Girls' Industrial Home, Tipton, Mo.
Vaughn, Clay	Moberly
Total	3

1878.

## Normal Department.

Lewis, James	Paris*
Wood, Riceler	Macon*
Total	2

1879.

## Normal Department.

Drake, Ida (Garnett)	Macon
Green, George H.	Principal High School, Lexington
Houston, Florence (Duckett)	St. Paul, Minn.
Total	3

1880.

## Normal Department.

Hardrick, Burton A.	Springfield*
Matlock, Thomas N.	St. Joseph
McAdams, William H.	Principal High School, Springfield
Scruggs, Morris A.	Higginsville
Total	4

1881.

## Normal Department.

Callark, Henry	In business, Langston, Okla.
Davis, Ella (Mrs. Alonzo Cassell)	Huntington Beach, Cal.
Fouche, Mary I.	Teacher, Public School Independence

\*Deceased

Hardrick, James S.....	Merchant, Springfield
Rutledge, James M.....	Jefferson City
Total.....	5

1882.

**Normal Department.**

Graham, Catherine M. (Fields).....	Columbia*
Jameson, Alice (Graham).....	Jefferson City*
Brown, Parson.....	Kansas City
Fisher, John M.....	Louisiana*
Moore, Andrew B.....	Columbia*
Simms, John H.....	Principal Lincoln School, St. Joseph
Wilson, Archibald M.....	Principal Public School, Kansas City
Total.....	7

1883.

**Normal Department.**

Smith, Charles M.....	Birmingham, Ala.*
Williams, Louis.....	Clerk Naval Yard, Mare Island, California
Total.....	2

1884.

Farmer, Walter M.....	Lawyer, Chicago
Green, Norman T.....	Letter Carrier, Joplin
Harrison, William H.....	Louisiana*
Lansdown, William H.....	Jefferson City
Wood, Walker G.....	Kansas City, Kans.
Total.....	5

1885.

**Normal Department.**

Jordan, Calpurnia (Edwards).....	Kansas City
Barnes, Ransom.....	Physician, Cleburne, Texas
Bradley, Isaac F.....	Lawyer, Kansas City, Kans.
Carter, Daniel.....	Kansas City, Kans.
Jones, George A. M.....	In business, Ann Arbor, Mich.
Scruggs, Enos L.....	Pastor Baptist Church, Jacksonville, Ill.
Total.....	6

1886.

**Normal Department.**

Matlock, Minerva J. (Jackson).....	Boulder, Colo.
Shadrick, Ella N.....	St. Joseph
Total.....	2

1887.

**Normal Department.**

Higgins, Rebecca B. (Burris).....	Sedalia*
Taylor, Susan J. (Johnson).....	Teacher, Sedalia
Abington, George S.....	Principal Public School, Clarksville
Kenner, James H.....	Marshall
Moze, James W.....	Assistant Prin. Public School, Lynchburg, Va.

\*Deceased.

Smith, John H. ....	Guard Government Indian School, Oklahoma	
Total.....		6
	1888.	

**Normal Department.**

Adams, Anna F. (Henley).....	Teacher, Okmulgee, Okla.	
Anthony, David W.....	Post Office, St. Louis	
Bryant, John S.....	Warrensburg	
Gilliam, Solomon.....	Principal Public School, Vian, Okla.	
Lane, Jacob I.....	Louisiana*	
Total.....		5
	1889.	

Dorton, Frances B. (Grant).....	Teacher, Kansas City, Kans.	
Mansfield, Frances (Brashears).....	In business, Seattle, Wash.	
Matlock, Frances M. (Stokes).....	Denver, Colo.	
Coleman, James B.....	In business, Columbia	
Henley, Henry H.....	Oklahoma	
Total.....		5
	1890.	

**Normal Department.**

Herndon, Mary W.....	Teacher, Pleasant Hill	
Morton, Zephyr C. (Morris).....	St. Joseph	
Perkins, Nellie E.....	St. Louis*	
Brooks, William.....	Caruthersville	
Vernon, William T.....	Pastor, A. M. E. Church, Memphis, Tenn.	
Total.....		5
	1891.	

**Normal Department.**

Clark, Ernest W.....	Teacher High School, Evansville, Ind.	
Total.....		1
	1892.	

**Normal Department.**

Lewis, Mary F.....	Teacher Western Baptist College, Macon	
Boler, Robert J.....	St. Louis*	
Mebane, J. C.....	Langston, Okla.	
Total.....		3
	1893.	

**Normal Department.**

Ridgeway, Margaret P.....	Columbia	
Hunter, Charles S.....	Clerk Water Works Office, St. Louis	
Leonard, George D.....	Jefferson City	
Total.....		3
	1894.	

**Collegiate Department.**

Jackson, William A..	Teacher, Western University, Quindaro, Kans., Kansas City, Kans.	
Total.....		1

\*Deceased.

**Normal Department.**

Brown, Laura.....	Teacher, Springfield
Payne, Della D.....	Fulton*
Henderson, William E.....	Teacher, Public School, Guthrie, Okla.
Payne, Watler C.....	In business, Fulton
Reynolds, Archie.....	Topeka, Kans.*
Total.....	5

1895.

**Normal Department.**

Roberts, Celia S. (Mike).....	Jefferson City*
Yancey, Dolly (Hightower).....	Kansas City
Cherry, William M.....	New Madrid*
Edwards, James O.....	St. Louis
Gunnell, William A.....	St. Louis
Henderson, Luther....	Teacher C. N. and A. Univ., Langston, Okla.
Morris, Harold N.....	St. Louis
Ridgeway, Thomas E.....	Columbia*
Williams, George.....	Post Office, St. Louis
Total.....	9

1896.

**Collegiate Department.**

Reynolds, Archie L.....	Topeka, Kans.*
Shelton, William O.....	Post Office, St. Louis
Total.....	2

**Normal Department.**

Fisher, Effie B. (Mrs. A. R. Chinn).....	Glasgow
Henderson, Reuben A.....	Physician, Pueblo, Colo.
Hubbard Christopher C.....	Principal High School, Sedalia
Total.....	3

1897.

**Collegiate Department.**

Shackleford, Otis M.....	St. Louis
Wade, Edward.....	Post Office, St. Louis
Total.....	2

**Normal Department.**

Barbour, Amanda.....	Teacher Public School, Kansas City
Bell, Harriet M.....	St. Louis
Douglass, Eula L. (Jones).....	Teacher, Columbia
Henderson, Lillian.....	Teacher, Guthrie, Okla.
McMahan, Mary E. (Mrs. John Goins).....	Jefferson City
Pennick, Virginia (Smith).....	Kansas City
Thornton, Mae.....	Denver, Colo.*
Young, Adora.....	Chicago, Ill.
Burton, John H.....	Jefferson City
Coleman, James H.....	Teacher High School, St. Joseph
Cook, Francis E.....	Railway Mail Service, Chicago, Ill.

\*Deceased.



Murphy, John W.....	Post Office, St. Louis
Sneed, George W.....	Centralia
Thompson, Henry F.....	Principal Public School, Warrensburg.
Total.....	14

1898.

**Collegiate Department.**

Webster, Emmett R.....	Post Office, Denver, Colo.
Total.....	1

**Normal Department.**

Bias, Elizabeth (Rose).....	Palmyra*
Bryant, Lillian L. (Baker).....	Liberty
Capps, Lelia (Greene).....	Teacher, Liberty
Graham, Sarah A. (Robinson).....	Kansas City, Kans.
Lewis, Julia M.....	Marshall*
Morrison, Blanche K.....	Teacher High School, St. Joseph
Page, Zelia N. (Breaux)....	Teacher, C. N. and A. University, Langston, Okla.
Poage, Nellie N. (Mrs. Howard Jenkins).....	Denver, Colo.
Walker, Jesse E.....	Marshall town, Iowa
Bennett, Thomas J.....	Chicago, Ill.
Brisco, Calvin A.....	Dentist, Sedalia*
Craddock, Arthur.....	St. Louis*
Douglass, William A.....	Kansas City, Kans.*
Hubbard, Bishop A.....	Louisiana*
Jenkins, Howard.....	Letter Carrier, Denver, Colo.
Leonard, Warren B.....	Jefferson City*
Logan, Rufus L.....	Columbia
Sloan, Henry G.....	St. Louis*
Summers, Robert L.....	Dentist, Louisville, Ky.
Talton, John L. F.....	Principal Public School, Kansas City
Total.....	20

1899.

**Normal Department.**

Foster, Ada E.....	Kansas City
Hawkins, Idella (Mrs. J. P. McDonnell).....	Tipton
Ingram, Cora L. (West).....	Langston, Okla
Miner, Gertrude E. (Hackley).....	Chicago, Ill.
Minor, Josephine G. (Jones).....	Kansas City
Walton, Cordell (Dickerson).....	Columbia
Woods, Mary A.....	Chicago, Ill.
Woods, Mary F.....	Teacher Public School, Kansas City
Emory, Ernest W.....	Principal Public School, St. Charles
Ewing, James E.....	St. Louis
Gregory, George L.....	Farming, Martinsburg
Nuttall, S. H.....	Principal Public School, Kansas City
Spencer, William T.....	Post Office, St. Louis
Total.....	13

\*Deceased.

1900.

**Collegiate Department.**

Green, George H.....	Principal High School, Lexington
Total.....	1

**Normal Department.**

Boone, Ella E.....	Moberly
Lane, Frances (Bias).....	Shaw University, Raleigh, N. C.
Randell, Estella (Thomas).....	St. Louis
Roberts, Octave (Raimey).....	Dressmaker, St. Louis
Stills, Edna G. (Mrs. W. R. Carter)....	Teacher Industrial Insti- tute, Topeka, Kans.
Waller, Cara.....	Kansas City*
Bolden, A. B.....	Principal Public School, Salisbury
Coleman, John S.....	Railway Mail Service, Kansas City
Davis, John B.....	Principal Public School, Poplar Bluff
Givens, Perry C.....	Sedalia
Harrison, Walter H.....	Principal Public School, Kansas City
Jackson, Arthur S.....	Louisville, Ky.*
Jones, Henry J.....	Principal Public School, Excelsior Springs
McGruder, Levi I.....	Denver, Colo.
Parks, William A. J.....	Physician, Asbury Park, N. J.
Spencer, Oscar.....	Principal Public School, Alderson, Okla.
Watts, Hardie C.....	Kansas City
Williams, Virgil E.....	Principal Public School, Chillicothe
Total.....	18

**Collegiate Department.**

1901.

Bias, John H.....	Professor Science, Shaw Univ., Raleigh, N. C.
Stewart, William.....	In business, Kansas City
Total.....	2

**Normal Department.**

1901.

Drake, Jessie.....	Carrollton
Dyer, Ernestine (Mrs. Dr. Thomas Stewart).....	St. Louis
Kennedy, Frankie.....	Teacher Public School, Kansas City
Lewis, Lizzie.....	Kansas City*
Pigeon, Florence G.....	Teacher of Instrumental Music, Lincoln Institute
Richardson, Maude (Billips).....	Teacher, St. Charles
Wright, Flora M. (Rollins).....	Sedalia
Baskett, Turner J. M.....	Physician, Coffeyville, Kans.
Diggs, Marion.....	Chicago, Ill.
Hamilton, William.....	Clerk Post Office, Chicago, Ill.
Henderson, A. J.....	Railway Mail Clerk, Bloomington, Ill.
Howard, William.....	Tipton*
McGee, Fletcher....	Teacher Man. Training, High School, St. Joseph

\*Deceased.

Moore, Thomas.....	Principal Public School, Webster Groves
Nance, Oliver O.....	Principal Public School, Cape Girardeau
Shackelford, Elmer.....	Lawyer, Kansas City, Kans.
Spann, Robert S.....	Clerk Post Office, New York
Thompkins, William J.....	Physician, Kansas City
West, Romeo Allen....	Secretary and Superintendent Grounds and Buildings, Lincoln Institute, Jefferson City
Total.....	20

**Honorary Degrees—A. M.**

1898.

Scruggs, Enos L.....	Pastor Baptist Church, Jacksonville, Ill.
	1900.

Baldwin, James W.....	Kansas City*
Harris, Joseph Silas.....	Kansas City
	1901.

Vernon, Wm. T.....	Pastor A. M. E. Church, Memphis, Tenn.
	1902.

**Normal Department.**

Bennett, Leona Maurine.....	Jefferson City*
Brochies, Parthenia Lillian (Mrs. Leslie F. Clark).....	Joplin
Brown, Ella Nora (Lane).....	Columbia
Douglass, Laura Jean (James).....	Kansas City, Kans.
Floyd, Edyth.....	Dressmaker, East St. Louis, Ill.
Jackson, Laura Alice (Mrs. Grant U. Tayes).....	Jefferson City
	Jefferson City

Montgomery, Pearl Gladys.....	Teacher, Independence
Richardson, Mary Ellis.....	Denver, Colo.
Shores, Martha Dorothy.....	Teacher, Mona
Smith, Sarah Jaunita (Abington).....	St. Charles
Vernon, Essie Jean.....	Teacher, Western University, Quindaro, Kans.

Watson, Margaret Agnes.....	Kansas City
Winfrey, Estella Mae (Mrs. Lewis Woods).....	Kansas City
Allen, Ira Joseph.....	Carrollton
Bradberry, Anderson Davis.....	Physician, Kansas City
Brooks, Charlie H.....	Teacher Public School, Jefferson City
Cole, Arvelle Richard.....	In business, St. Louis
Cooper, John William.....	Farming, Warrensburg
Christian, William Cornelius.....	Kansas City
Davidson, George Kussner.....	Muskogee, Okla.
Dupee, Chaucey Okley.....	Ogden, Utah
Fullbright, James Milton.....	Springfield
Gordon, Thomas Payne.....	St. Louis
Mosley, Joseph Zephania.....	Teacher, Columbia

\*Deceased.

Renfro, John Harvey.....	Columbia
Ross, Henry Peter.....	In business, Portland, Oregon
Ross, Whitfield.....	Teacher, Kansas City
Rose, Alonzo Wilkerson.....	Louisiana*
Strawn, James Gillispie.....	Columbia
Williams, William V.....	Post Office, St. Louis
Woods, Lewis Ethel.....	Kansas City
Total.....	31

1903.

**Collegiate Department.**

Williams, James Walter.....	Detroit, Mich.
Total.....	1

**Normal Department.**

Anderson, Genoa (Mrs. H. V. Wallace).....	Teacher, Carthage
Bradshaw, Ruby E. (Mrs. Slater Logan).....	Columbia
Caves, Nettie (Mrs. I. J. Hicks).....	Mexico
Hawkins, Mae (Duffy).....	Springfield
Johnson, Luanna (Mrs. J. W. Jackson).....	Lawrence, Kans.
Kirklin, Stella (Mrs. James Renfro).....	Columbia
Nearguard, Sophronia (Day).....	Springfield
Nevans, Belle.....	Fulton
Patterson, Arthur Bruce.....	Physician, Nashville, Tenn.
Parks, Lula (Mrs. James Hill).....	Wichita, Kans.
Raglain, Nellie.....	Teacher, Independence
Sanderson, Lizzie (Booker).....	St. Louis
Smith, Naomi.....	Springfield*
Bias, Joseph.....	Physician, Shelbyville, Tenn.
Boone, Simon.....	Post Office, Moberly
Buckner, Arthur J.....	Post Office, St. Louis
Burnett, Wesley E.....	Physician, Chicago, Ill.
Clark, Leslie F.....	Principal Public School, Joplin
Harris, John.....	Kansas City
Logan, Slater.....	Columbia
McWorter, Reuben S.....	Post Office, St. Louis
O'Neal, Oscar F.....	St. Louis
Parker, Frederic.....	In business, St. Louis
Wallace, Hugh V.....	Principal Public School, Carthage
Wilburn, Clarence.....	Teacher, Springfield
Total.....	25

**Normal Department.**

1904.

Berry Lulu (Walker).....	Denver, Colo.
Brown, Lillian (Mrs. Reuben Henderson).....	Pueblo, Colo.
Bruce, Zenobia (Clark).....	Denver, Colo.
Ellis, Lillie (Douglass).....	St. Louis

\*Deceased.

Hunter, Georgia (Harris).....	Teacher, Fulton
Knox, Ruth (Mrs. R. C. Wassom).....	Kansas City
Johnson, Maggie.....	Teacher, Mayview
Johnson, Ruth (Steele).....	Chicago, Ill.
Mayberry, Geneva (Dowell).....	St. Louis
Moten, Effie (Brown).....	Kansas City, Kans.
Moore, Blanche.....	Dressmaker, Nevada
Nelson, Lade B.....	Teacher, St. Clair
Parks, Mary A.....	Ft. Scott, Kans.
Rogers, Laura V.....	Jefferson City
Ramsey, Lillian (Mrs. Woody Burgett).....	Jefferson City
Saunders, Sadie.....	Columbia
Vaughn, Ernie Mae.....	Moberly
Watts, Coebra M. (Mrs. Brown).....	Kansas City
Williams, Alta (Mrs. Wm. Jacobs).....	Richmond
Zimmerman, Stella.....	Teacher, Quincy, Ill.
Armstrong, Arthur.....	Independence
Bolden, Truman H.....	Dentist, East St. Louis, Ill.
Caldwell, Charles H.....	St. Louis
Douthit, J. Wesley.....	Post Office, St. Louis
Fields, Archie.....	St. Louis
Gains, William.....	Teacher, Knobnoster
Goins, Rev. John.....	Pastor Second Baptist Church, Jefferson City
Goodson, W. H.....	Teacher, Custer City, Okla.
Graham, Charles Calvin.....	Durant, Okla.*
Kidd, Toil J.....	Teacher, Tulsa, Okla.
Lewis, Thomas A.....	Physician, Little Rock, Ark.
Madison, Amos B.....	Physician, St. Louis
Nelson, James.....	Letter Carrier, St. Louis
Poston, Paul H.....	St. Louis
Quinn, Leslie B.....	Principal Public School, Moberly
Saunders, Frank.....	Kansas City
Sexton, Wheeler W.....	St. Louis
Sexton, Paul.....	St. Louis
Simms, Albert.....	Post Office, St. Louis
Shackleford, Moses.....	St. Louis
Strawn, Arthur D.....	Columbia
Wise, Wilfred.....	Principal Public School, Union
Total.....	42

## Normal Department.

1905.

Brosius, Maggie.....	Excelsior Springs
Collins, Addie (Smith).....	Lexington
Fairs, Annie.....	Los Angeles, Cal.
Fuel, Melissa M (Cuther).....	Joplin

\*Deceased.



Hillman, Odessa M.....	Teacher, Chillicothe
Johnson, Augusta.....	Kansas City
Koontz, Georgia (Smith).....	Teacher, Tuskegee Institute, Alabama
Lamme, Birdie M.....	Teacher, Akmolgee, Okla.
Longdon, Estella (Mrs. Chas. Brooks).....	Jefferson City
McNeal, Lena Pearl (Mrs. R. B. DeFranz).....	Kansas City
Roberts, Mary (Mike).....	Jefferson City*
Schweich, Jennie (Mrs. Edward Burnett).....	Chicago, Ill.
Schweich, Ida (Mrs. Jas. Jackson).....	Sedalia
Taylor, Ada.....	Teacher, Tulsa, Okla.
Wainwright, Ura (Mrs. James Saunders).....	Kansas City
Williams Addie (Rogers).....	Matron Orphans Home, St. Louis
Williams, Mildred F. (Mrs. O. E. Boone).....	Maryville
Walton, Russie (Mrs. Logan Williams).....	Columbia
Whyte, Hazel (Jones).....	Denver, Colo.
Bryant, Albert.....	St. Louis
Brown, John.....	Farming, New Franklin
Finley, Warner W.....	Kansas City
Hill, Seamon H.....	Principal Public School, Beggs, Okla.
Miller, Clarence.....	Letter Carrier, Seattle, Wash.
Moore, Otis.....	Physician, Columbia
Payne, Alvin F.....	Kansas City
Rutledge, Winfred M.....	St. Paul, Minn.
Strawn, Estil Y.....	Physician, St. Joseph
Saunders, James A.....	In business, St. Joseph
Thomas, Wm. H.....	Chicago, Ill.
Teeters, Henry.....	In business, Chicago, Ill.
Tillman, Alonzo.....	Physician, Mexico
Wilson, Emanuel.....	Teacher, Jackson
Wilburn, Homer.....	Teacher High School, Kansas City, Kans.
Total.....	34

#### Summer School.

1905.

Hicks, Isaac J.....	Principal Public School, Mexico
George L. Perry.....	Principal Public School, Guthrie, Okla.
Total.....	2

#### Normal Department.

1906.

#### Young Women.

Belle, Louise Alice.....	In business, St. Joseph
Chew, Ella Madge.....	Teacher, Richmond
Goodson, Elizabeth Olivia.....	Teacher, Custer City, Okla.
Grant Lenora Esther (Mrs. James Gay).....	Liberty
Gross, Ethyl De Barry.....	Teacher Public School, St. Joseph
Foster, Josephine Ethyl.....	Douglass, Ariz.
Haynes, Ollie Elsie (Greer).....	Sweet Springs

\*Deceased.



FOOTBALL TEAM.



Holland, Cleota Etta (Ferguson).....	Omaha, Neb.
Hord, Lillian Frances.....	Teacher, Chamois
Johnson, Augusta Basheba.....	Kansas City
Jackson, Ella Lelia (Taylor).....	St. Louis
Jones, Cassandra (Carter).....	Teacher, Poplar Bluff
Lee, Edna Victoria.....	St. Joseph
Mosley, Maude Pauline.....	Kansas City
McDaniels, Elizabeth Gladys.....	Teacher, Clinton
Nichols, Eva Sue.....	Denver, Colo.*
Payne, Edith Myrtle.....	Glasgow*
Shropshire, Alice Mary.....	Palmyra*
Stradford, Carrie Elain (Mrs. Wm. R. Nelson).....	St. Louis
Thompson, Dorothy Cecil.....	Teacher, Chickasha, Okla.
Townsend, Kitsy Dewitt.....	Teacher, Cape Girardeau
Vaughn, Myrtle.....	Moberly
Webster, Edith.....	Nurse Training, City Hospital, Kansas City
Wise, Rothia (Mrs. Rev. Williamson).....	Versailles

**Young Men.**

Peale, Martin Albert.....	Teacher, Allensville
Butler, Harvey Hezekiah.....	Washington, D. C.
Francis, Nicholas Payne.....	Kansas City
Higgs, Albert Sidney.....	Springfield*
Hunter, Harley William.....	Teacher of Agriculture, Topeka Industrial Institute, Topeka, Kans.
Jamison, Leroy William.....	Blackwater
Jeffreys, Festus William.....	Chicago, Ill.
Johnson, Joseph Henry.....	Muskogee, Okla.
Lee, Edgar Allen.....	Fulton
Morris, Bothwell Wesley.....	Principal, Bunceton
Oliver, Virgil Cecili.....	St. Joseph
Rucker, Charles Babington.....	Boulder, Colo.
Shackleford, Robert George.....	St. Louis
Young, Charles Andrew.....	Anaconda, Mont.
Total.....	38

**Normal Department.**

1907.

**Young Women.**

Akers, Nelly Leota (Montgomery).....	Los Angeles, Cal.
Anthony, Anna Hortense (Mrs. Beverly Smith)....	Jefferson City
Burns, Leola (Armstrong).....	St. Joseph
Cooper, Ruth Elaine (Mrs. Charles Caldwell).....	St. Louis
Dayton, Emma.....	Teacher, Weston
Dixon, Lelia.....	Kansas City
Fischer, Anna Mae (Pazer).....	In business, Columbia
Freeman, Eunice Pearl (Porter).....	Sweet Springs*

\*Deceased.

Holmes, Rosa Anna.....	Richmond
Harper, Anna Carlotta (Mrs. W. H. Thomas).....	Chicago, Ill.
Horrell, Ivory Ancil (Green).....	Teacher, Nelson
Horrell, Jeanette Andy.....	Teacher, Appleton City
Johnson, Myrtle Anette.....	Pueblo, Colo.
Millen, Edith Mae.....	Teacher, Phoenix, Ariz.
Proctor, Millie.....	Teacher, Warsaw
Renfro, Daisy Dean (Williams).....	Sparta, Ill.
Sydes, Lucinda Carrie (Millisan).....	St. Louis
Sutherlin, Sally.....	Teacher, Fulton
Tillman, Portia Brown (Mrs. Harry Jonson).....	Kansas City
Willis, Margaret Mae.....	Denver, Colo.
Williams, Mayzell Elizabeth (Washington).....	Kansas City, Kans.
Yates, Josephine Silone.....	Teacher High School, Kansas City

#### Young Men.

Anderson, William Shakespeare...	Principal Public School, Centralia
Allen, Tolbert Edgarton.....	Denver, Colo.
Bush, Nathaniel Enderson.....	Principal, Independence
Davis, Clarence Jefferson.....	Editor, Wagoner, Okla.
Jennings, Moody Sanctum.....	Salina, Kans.
Kimbrough, Chester George.....	Atlanta, Ga.
Schweich, Virgil Julius.....	Columbia
Spencer, Charles Louis.....	Jefferson City
Trent, Lowrence Birch.....	Kansas City
Wyatt, Ira Lee.....	Montgomery City
Wade, John Columbus.....	Principal, Grand Tower, Ill.
Total.....	26

#### Normal Department.

1908.

#### Young Women.

Bennett, Rosetta Annetta.....	Jefferson City
Brosius, Jessie Elizabeth (Mrs. Arvilla Wilkins).....	St. Louis
Brooks, America Hora.....	Teacher, St. Clair
Casey, Honor Vivian (Nelson).....	Fredericktown
Chrisman, Lillian Grant.....	Teacher, Okmulgee, Okla.
Ford, Ledley Gertrude (Guy).....	Topeka, Kans.
Foster, Myrtle.....	Teacher, Claremore, Okla.
Freeman, Auline Anne (Brown).....	Teacher, Lexington
Garnett, Ida Drake.....	Teacher, Quincy, Ill.
Hickerson, Clara Elizabeth.....	Kansas City
Hopkins, Lena B.....	Cheyenne, Wyo.
Hughes, Hattie Mae.....	Teacher, Portland
Jackson, Zenobia Page.....	Teacher, Claremore, Okla.
King, Floy Pearl.....	Teacher, Jefferson City
Payne, Beulah Della.....	Principal B. F. Allen School, Pilot Grave
Patterson, Alma Hannah.....	St. Louis



Pollard, Willie Silone (Allen).....	Teacher, DeSoto
Pugh, Hester.....	Teacher, Richmond
Simms, Cora Lee.....	St. Louis
Smith, Jennie Mary.....	Versailles
Stone, Myrtle Lee.....	Teacher, St. Joseph
Saunders, Frances Major.....	Kansas City
Whittaker, Mary Beatrice.....	Teacher, Nowata, Okla.
Williams, Alma Grace.....	Teacher, Columbia

**Young Men.**

Body, Wayman Kelles.....	St. Louis
Clark, Edward Forest.....	Muskogee, Okla.*
Collins, Victor Homer.....	Teacher, Lincoln Institute
Johnson, Edward Plato.....	Kansas City, Kans.
Miller, Bret Maurice.....	Letter Carrier, Seattle, Wash.
McDowel, Edward Toussaint.....	Editor, Haniibal*
Scott, William Caesar.....	Dallas, Texas*
Schweich, Houston Sailes.....	Columbia
Tayes, Grant Ulysses.....	In business, Jefferson City
Turner, Ezra William.....	Principal, Pleasant Hill
Viley, Edward Joseph.....	Huntsville
Viley, Walter Logan.....	Huntsville
Walker, Homer Lafayette.....	St. Joseph
Williams, Jay Tee.....	In business, Vinita, Okla.
Total.....	39

**Honorary Degree—A. M.**

1909.

Kenner, James H.....	Marshall
Simms, John H.....	St. Joseph

**Normal Department.**

1909.

Bell, Mable Mae.....	Teacher, West Plains
Beauchamp, Minnie Mae.....	Teacher, Mexico
Clark, Ada Estell.....	Teacher, Independence
Childs, Cora Katherine.....	Teacher, Independence, Okla.
Colby, Geneva Cresap.....	Teacher, Verdigris, Okla.
Corneal, Grazia Stanton.....	Teacher High School, Springfield
Daniels, Cora Mae.....	Teacher, Mayview
DeHart, Jennie Virginia.....	Teacher, Tebbetts
Emery, Mable Mae.....	Teacher, Weston
Gatewood, Mayme Ella (Mrs. H. L. Cox).....	Kansas City
Henderson, Ethel Lee.....	Teacher, Lexington
Higginbotham, Grace Mable.....	Festus
Hundley, Mayme Elliott.....	Teacher, St. Joseph
Jimmerson, Jessie Mable.....	Teacher, Fayette
Johnson, Ruth Malinda.....	Great Bend, Kans.*
Jones, Zephia Athleen (Mrs. Clark Rodgers).....	Independence

\*Deceased.

Jones, Blanche (Davis).....	Jonesburg
Lansdown, Edna Emily.....	Teacher, Montrose
McGee, Bessie Halleen (Burnette).....	Festus
Pollard Abbie Helen.....	Teacher, Higginsville
Rhodes, Edna Lee.....	Teacher, Trenton
Ricketts, Helen Lucile (Nelson).....	St. Joseph
Robinson, Lottie (Mrs. Sumner Rhodes).....	Blue Springs
Riley, Ethel.....	Teacher, Plattsburg
Sailes, Bertha Margaret.....	Teacher, Columbia
Scott, Mattie Norine.....	Teacher, Wichita, Kans.
Sisson, Edna Iris (Brooks).....	Des Moines, Iowa
Smith, Maude Joyce (Preston).....	Teacher, Okmulgee, Okla.
Smith, Blanche (Benning).....	St. Louis
Terrell, Lessie Leona.....	Colfax, Iowa
Smith, Charlotte Elsie.....	Leavenworth, Kans.
Venters, Eva Mae.....	Teacher, Vinita, Okla.
Williams, Maude Della (Mrs. Campbell).....	Macon City
Williams, Clara Nellie.....	Teacher, Vinita, Okla.
Woodson, Bertha Gertrude.....	Sulphur Springs
Wright, Lucile Elaine (Washington).....	In business, Tulsa, Okla.
Wyne, Callye Jordan.....	St. Joseph
Cooper, Cedrick Leslie.....	Springfield
Crossland, John Russell.....	Student Univ. of Mich., Ann Arbor, Mich.
Crouch, Ernest Eugene.....	St. Louis
Garrett, William Vail.....	In business, London, England
Gorum, Troy Portor.....	St. Louis
Green, Archie Addison.....	Jefferson City
Henderson, Newton Jesse.....	Railroad Mail Service, St. Louis
Johnson, Russell Earl.....	Teacher, Parkville
Kimbrough, Andrew Lawrence.....	Pastor A. M. E. Church, Winfield, Kans.
Lillard, Benjamin Harrison.....	Mexico
Martin, Charles Lewis.....	St. Louis
Miles, Russell Thomas.....	Missouri Valley, Iowa
Murphy, Lorillard Quintice.....	St. Louis
Porter, Harry Woodson.....	Teacher, Sweet Springs
Wilkins, Arvilla Morgan.....	Railroad Mail Service, St. Louis
Zimmerman, Hermes.....	Hadley, Ill.
Totol.....	53

#### Normal Department.

1910.

Baker, Hazel.....	Maryville
Ball, Pauline Bloise.....	Teacher, Lexington
Brooks, Bessie Bell.....	Buxton, Iowa
Callaway, Esther Gertrude.....	Centralia
Claybrook, Bella.....	Teacher, Sparta, Ill.

Fields, Frances Mae.....	Teacher, St. Joseph
Fields, Mattie Beola.....	Columbia
Frierson, Virgin Mary.....	Teacher, Wichita, Kans.
Henderson, Sadie Alberta.....	Teacher, Marshall
Hingston, Nora .....	Potosi
Jacobs, Bessie Hazel.....	Teacher, Domestic Science, Kansas City
Merritt, Lizzine Lee.....	Teacher, Edwardsville, Ill.
Miller, Mary.....	Teacher, Dalton
Palmer, Viola Joe (Mrs. Ellis Gordon).....	Dressmaker, St. Louis
Payne, Mayme Zelia.....	Glasgow
Peach, Joe Zora.....	Columbia
Penny, Georgia Lorena.....	Teacher, Wichita, Kans
Phillips, Love Marie.....	Metropolis, Ill.
Russell, Beatrice Marie.....	Ironton
Schweich, Edna Mullholand.....	Teacher, Wichita, Kans.
Simpson, Bessie Clara.....	St. Louis
Williams, Louvenia.....	San Francisco, Cal.
Young, Eleanor Meredith.....	Otumwa, Iowa
Barker, Lyman Houston.....	Student Univ. of Iowa, Iowa City
Bayles, Edward Wesley.....	Teacher, LaGrange
Caves, Luther Lee.....	New Bloomfield
Coleman, Charles Collin.....	Boonville
Cole, Robert Ciscoe.....	In business, Chicago, Ill.
Green, Robert Osborn.....	Paris
Jackson, Jerry Jeremiah.....	Glasgow
Keene, Alphonso Alfred.....	Student, Iowa Univ., Iowa City, Iowa
King, Charles Garfield.....	Jefferson City
Patrick, John Seghers.....	Kansas City
Swader, Andrew Jackson.....	Liberty
Strawn, George Deward.....	Student, State Univ., Iowa City, Iowa
Tucker, Jesse.....	Student, Howard Univ., Washington, D. C.
Turner, Lincoln Arthur..	Student State University, Columbus, Ohio
Tymony, Jos. Clyde.....	Dentist, Columbia
Williams, Harry Hendy.....	Kansas City
Total.....	39

**Normal Department.**

1911.

Brown, Alice Estelle.....	Teacher, Moberly
Boyd, Marguerite Elizabeth.....	Teacher, Madison
Butler, Lucinda Rilla.....	Teacher, Paris
Farris, Victoria Emily (Mrs. Chas. Stokes).....	Jefferson City
Huff, Genevieve (Gould).....	Teacher, Warrensburg
Lewis, Mary Anna.....	Nursing, Boonville
Phillips, Geneva Zenobia.....	Teacher, Okmulgee, Okla.
Price, Daisy Elizabeth Eliott.....	Higginsville
Prowell, Lena Rivers.....	Clinton

Toley, Vyola Mae Allen (Mrs. Henry Jackson).....	Boonville
Tymony, Edna Josephine.....	Teacher, Moberly
Villars, Martha Arzilla (Mrs. Lee Allen Boggess).....	Maplewood
Woodson, Lucile Dupee.....	Teacher, St. Mary's
Wright, Antoionette Elizabeth (Mrs. James Ferrell) ..	Teacher, Lincoln Institute
Wilson, Manima Antee.....	Teacher, Cottonwood Point
Boggess, Allen Lee.....	Teacher, Maplewood
Briscoe, Charles Emanuel.....	Student Meharry Med. College, Nashville, Tenn.
Carter, Henry James.....	Principal, Charleston
Clayborne, Joseph Harrison.....	Pasadena, Sal.
Crockett, Emmett.....	Teacher, Neosho
Harvey, J. Thomas Allen..	Patsor A. M. E. Church, San Diego, Cal.
Johnson, Benjamin Phillip.....	Medical Student, Nashville, Tenn.
Murray, Cody.....	Blacksmith, Sedalia
Organ, Claude Harold....	Postal Clerk, Katy R. R., Denison, Tex.
Otey, Miles Henry.....	Principal Public School, Rocheport
Silvey, John Arthur.....	Fayette
Total.....	26

**Honorary Degree—A. M.**

1911.

Hubbard, Christopher C.....	Principal High School, Sedalia
Total.....	1

**Normal Department.**

1912.

Alexander, Minnie May (Mrs. Ezra Turner).....	Pleasant Hill
Bush, Faustina Gertrude.....	Teacher, Reedsville
DeBoe, Blanche Elizabeth.....	Teacher, St. Joseph
Enloe, Mattie Bell.....	Teacher, Jefferson City
Freeman, Florence Madaline (Mrs. Jesse Douglass)...	Teacher, Quincy, Ill.
Goode, Ara Bell.....	Teacher, Union
Horne, Bertha Virginia.....	Teacher, Ely
Lane, Margaret Lillian.....	Teacher, Roswell, N. Mex.
Marr, Essie (Zethiro).....	Dennison, Texas
Parker, Mildred Eunice.....	Teacher, Sugar Grove
Shaffer, Myrtle Marie.....	Teacher, Poplar Bluff
Shaw, Wave Mildred Elizabeth....	Stenographer, Muskogee, Okla.
Smith, Hortense Iola.....	Sedalia
Tillman, Junne Arva.....	Director of Play Grounds, Kansas City
Thompson, Gertrude Alethea.....	Rochester, N. Y.
Thompson, Pauline Louise.....	Rochester, N. Y.
Wait, Maggie Janetta.....	Teacher, Joplin
Whiteside, Alice Luvenia.....	Teacher, Independence
Yoakum, Pansy Beatrice (Mrs. George Perkins).....	Buxton, Iowa

## Young Men.

Cooper, Darwin Maynard.....	Springfield
Damel, Paul Elbert.....	Jefferson City
Douglass, Jesse.....	In business, Quincy, Ill.
Flynn, William Gregory.....	Jefferson City
Graham, Charles Forest.....	St. Louis
Henderson, Ira Milton..	Student, North Western Uni., Evanston, Ill.
Hemmingway, John Howard.....	Tailor, Jefferson City
Jennings, John.....	St. Charles
Kimbrough, Lloyd Holsey.....	Richmond
Majors, William Claud.....	Jefferson City
Majors, Harry Milton.....	Moline, Ill.
Perkins, George Edward.....	In business, Buxton, Iowa
Powell, Quinn Cyrus.....	Farming Savannah
Total.....	32

## Normal Department.

1913.

Arnett, Mildred Carrie.....	St. Louis*
Bell Martha Elizabeth.....	Teacher, East St. Louis, Ill.
Cooper, Doris Ida.....	Teacher, Springfield
Donley, Myra Arletha.....	Palmyra
Fisher, Nola Sarah.....	St. Louis
Hunter, Eva Mae.....	Teacher, Lexington
Jackman, Marie Louise.....	Soloist, Blind Boone Concert Co., Kansas City, Mo.
Johnson, Mollie .....	Marshall
Johnson, Mae Louise.....	Marshall*
Moseley, Ethel Frances.....	Teacher, Mexico
Nevils, Atchie (Mrs. Percy Payne).....	St. Louis
Oglesby, Sadie Elizabeth.....	Teacher, St. Joseph
Reeves, Clementine.....	Teacher, Fulton
Sisson, Lizzie Mae.....	Teacher, Grand Tower, Ill.
Smith, Ruby Ione.....	Teacher, Carrollton
Smith, Willye Ethel.....	Teacher, Poplar Bluff
Torrence, Roena Vashti.....	Teacher, Hot Springs, Ark.
Turpin, Allie Mae.....	Teacher, Edina
Waldron, Marie Kathleen.....	Teacher, St. Joseph
Wilson, Ella Symantha.....	New Madrid
Wilson, Nellie Ethelyn.....	Public Library, Kansas City
Williams, Ethel Anna.....	Teacher, Carbondale, Ill.
Williams, Effie Gertrude.....	Sedalia

## Young Men.

Anthony, Alexander.....	Farmington
Anthony, Clyde Harrison.....	St. Louis
Banks, Oscar Ernest.....	Medical Student, Washington, D. C.
Boone, Oscar Ernest.....	Principal, Maryville



Brown, Frederick Douglass.....	St. Louis
Crouch, Earl Franklin.....	Butler*
Duncan, Dante Covelle.....	Jefferson City
Foster, Leslie Henderson.....	Teacher, Gilliam
Lewis, William Byrd.....	Principal Public School, DeSoto
Martin, William Jarrett.....	Principal, Ironton
Nickens, Ezra Ralph.....	Martinsburg*
Payne, Percy Coleman.....	St. Louis
Schweich, Beverly Watson.....	Columbia
Torrence, Jonathan Odell....	Student, Meharry Medical College, Nashville, Tenn.
Townsend, Octave Benjamin.....	Bonne Terre
Turner, Lionel.....	Independence
Venters, Alfred Franklin.....	In business, Vinita, Okla.
Wilks, William Roscoe.....	Springfield
Williams, Charles.....	Tipton
Young, Archibald .....	Fulton
Young, Edward Alvin.....	Teacher, Fulton
Total.....	55

## 1914.

## Normal Department.

Adams, Florence Mary.....	Teacher, Coffeyville, Kans.
Berryman, Leora Marie.....	Teacher, St. Marys
Boyd, Annie Elizabeth.....	Mexico
Carter, Opal Naomi.....	Teacher, Lincoln
Clark, Mae.....	Teacher, Rolla
Dixon, Thelma Mary.....	Teacher, Hannibal
Endicott, Ruth Lawrie (Mrs. E. Y. Strawn).....	St. Joseph
Jackson, Lillian Irene.....	Lexington
Jeffreys, Eugenia .....	Rolla
McGee, Alice Eva.....	Festus
Lane, Ella (Mrs. C. B. Lane).....	Jefferson City
Layne, Gladys.....	Teacher, Chicasha, Okla.
Mosley, Lena Louise.....	St. Joseph
Oliver, Nettie Fay.....	Carrollton
Pack, Elsie Virginia.....	Teacher, New Haven
Payne, Mary Ozella.....	Teacher, Columbia
Scott, Maude .....	Fulton
Schweich, Lillian Zelia.....	Teacher, Moberly
Smith, Edwina Helen.....	Teacher, Springfield
Smith, Katie Florence.....	Teacher, Charleston
Spencer, Rose Mae.....	Poplar Bluff
Strawn, Ruth Leontha.....	Teacher, Hannibal
Turner, Trilby Maxine.....	Independence
Van Buren, Virgie Alene.....	Fulton
Walker, Rebekah Mae.....	Lexington

\*Deceased.

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Watkins, Dorothy Mae.....	Teacher, St. Joseph
Young, Eva Mae.....	Fulton
Abington, George Nathaniel.....	Clarksville
Brookens, George.....	Martinsburg
Brown, Edward Everett.....	Gardner, Moberly
Carlock, Homer Tndrew.....	Kansas City
Farris, Odie Lee.....	In business, Bowling Green
Gibbs, William Martin Austin.....	Teacher, Herculanum
Hockaday, Ernest Charles.....	Teacher, Osceola
Houston, Adolphus Robert.....	In business, Bowling Green
James, Starling William....	Pittsburg, Kans.
Lane, Archie Clyde.....	Teacher, Blackwater
Martin, Lowell Madison.....	In business, Carrollton
Russell, Benjamin Franklin.....	Teacher, Oregon
Schweich, Mason Boone Lang.....	Columbia
Scott, Warren Caesar.....	Principal, Vandalia
Smith, William Landon..	Student, Univ. of Kansas, Lawrence, Kans.
Thompson, King Ferdinand..	S.....Burlingame, Kans.
Wells, Olin Palmer.....	Working in Creamery, St. Paul, Minn.
Williams, Charles Leon.....	Teacher, Springfield
Total.....	46

1915.

**Honorary Degrees—A. M.**

R. A. West.....	Secretary, Lincoln Institute, Jefferson City, Mo.
V. H. Collins...	Mathematics, Lincoln Institute, Jefferson City, Mo.
L. B. Quinn.....	Principal High School, Moberly, Mo.
W. H. Jones.....	Principal High School, St. Joseph, Mo.
Oscar Spencer.....	Principal Public School, Alderson, Okla.

1915.

**Normal Department.**

Bailey, Cassie Harvenia.....	Teacher, Huntsdale
Baker, Maudine Frances.....	Teacher, Hardin
Bland, Ambronettie.....	Teacher, Valleymine
Butler, Lulu Elizabeth.....	Teacher, Honeywell
Burris, Nellie Browning.....	Teacher, Joplin
Bundles, Bertha Elizabeth.....	Teacher, Glasgow
Clark, Inez Loretta (Mrs. Romeo Logan).....	Slater
Childers, Sweetie Eloise.....	Taking Nurse Training, Kansas City
Cocker, Adele Marie (Williams).....	Springfield
Hayden, Auvelia.....	Kirkwood
Hayden, Cordedia.....	Teacher, Lexington
Howard, Missouri Esabella.....	Teacher, Hannibal
Maupin, Jenetta Elizabeth.....	Teacher, Shelbyville
Moore, Beatrice Estella.....	St. Joseph
Moore, Claudia Gladys.....	Poplar Bluff
Nichols, Lucie Viola.....	Teacher, Moberly

O'Rear, Agatha Parthenia.....	Lathrop
Pearley, Marion Lee.....	Teacher, Liberty
Rankins, Celeste Alberta.....	Teacher, Jefferson City
Reeves, Bessie Turner.....	Teacher, Moberly
Richardson, Myrtle Louise.....	Sedalia
Robbins, Freda Luella.....	Teacher, Carthage
Robinson, Clara Franklin.....	Teacher, Hannibal
Scott, Lettie Lucile.....	Teacher, Mecca
Thornton, Nannie Corene.....	Teacher, Tebbetts
Strawn, Cornelia .....	Teacher, Columbia
Wheatley, Evetta Phillis.....	Teacher, St. Joseph
Total.....	27
Jones, Hilma Eugene.....	Springfield
Lansdown, LeRoy.....	Student, Lincoln Institute, Jefferson City
Logan, Mathew Henry.....	Slater
Logan, Romeo Jesse.....	Slater
Neil, George Edward.....	Teacher, Madison
Payne, Trot Earl.....	Teacher, Auxvasse
Roberts, Charles.....	Jefferson City
Short, Harry Wilson.....	Teacher, California
Smith, Beverly Graustar.....	Jefferson City
Henley, John Ottaway.....	Medical Student, Meharry College, Nashville Tenn.
Holmes, James Mincr.....	Medical Student, Meharry College, Nashville Tenn.
Total.....	11

#### Honorary Degrees—A. M.

1916.

Brown, Charles H.....	Principal Dumas School, St. Louis
Coles, Richard T.....	Principal Garrison School, Kansas City
Gordon, David E.....	Principal L'Ouverture School, St. Louis
Total.....	3

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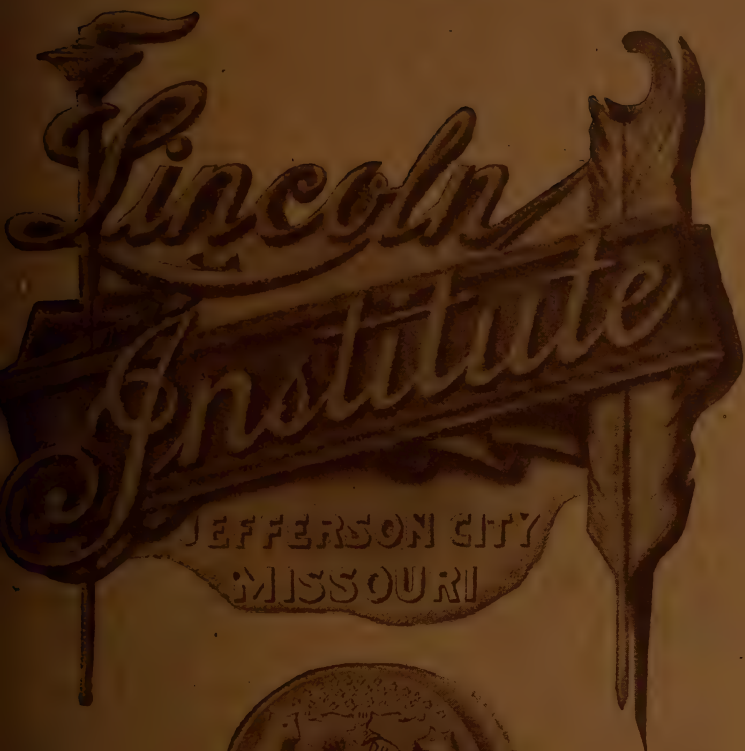






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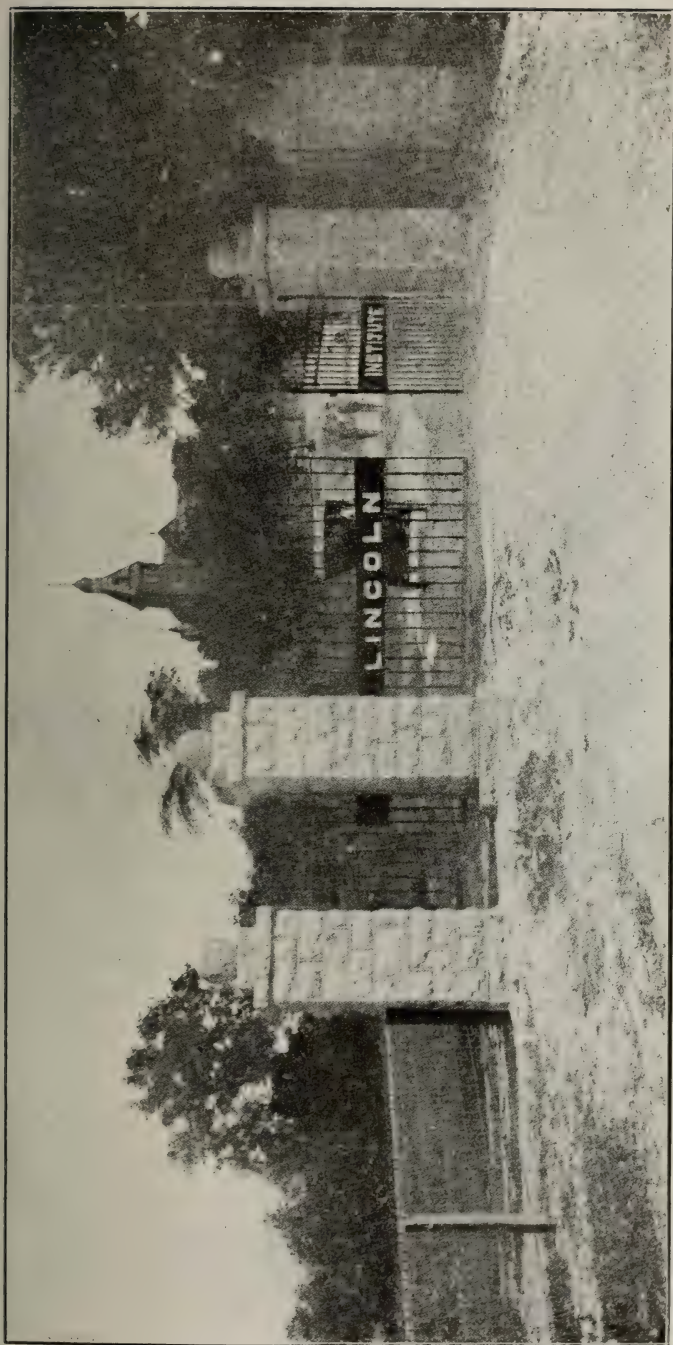
1917-1918

1917	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	1917	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.
Jan.	...	1	2	3	4	5	6	July	1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28	29	30	31	...	...	...	Aug.	29	30	31	...	...	...	...
Feb.	...	...	...	...	...	...	...		5	6	7	8	9	10	11
	4	5	6	7	8	9	10		12	13	14	15	16	17	18
	11	12	13	14	15	16	17		19	20	21	22	23	24	25
	18	19	20	21	22	23	24		26	27	28	29	30	31	...
	25	26	27	28	...	...	...	Sept.	...	...	...	...	...	...	...
Mar.	...	...	...	...	...	...	...		2	3	4	5	6	7	8
	4	5	6	7	8	9	10		9	10	11	12	13	14	15
	11	12	13	14	15	16	17		16	17	18	19	20	21	22
	18	19	20	21	22	23	24		23	24	25	26	27	28	29
	25	26	27	28	29	30	31		30	...	...	...	...	...	...
Apr.	...	...	...	...	...	...	...	Oct.	...	...	...	...	...	...	...
	1	2	3	4	5	6	7		7	8	9	10	11	12	13
	8	9	10	11	12	13	14		14	15	16	17	18	19	20
	15	16	17	18	19	20	21		21	22	23	24	25	26	27
	22	23	24	25	26	27	28		28	29	30	31	...	...	...
	29	30	...	...	...	...	...	Nov.	...	...	...	...	...	...	...
May	...	...	...	...	...	...	...		4	5	6	7	8	9	10
	6	7	8	9	10	11	12		11	12	13	14	15	16	17
	13	14	15	16	17	18	19		18	19	20	21	22	23	24
	20	21	22	23	24	25	26		25	26	27	28	29	30	...
	27	28	29	30	31	...	...	Dec.	...	...	...	...	...	...	...
June	...	...	...	...	...	...	...		2	3	4	5	6	7	8
	3	4	5	6	7	8	9		9	10	11	12	13	14	15
	10	11	12	13	14	15	16		16	17	18	19	20	21	22
	17	18	19	20	21	22	23		23	24	25	26	27	28	29
	24	25	26	27	28	29	30		30	31	...	...	...	...	...

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1918	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	1918	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.
Jan.	...	...	...	...	...	...	...	July	...	...	...	...	...	...	...
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30	31	...	...	Aug.	...	...	...	...	...	...	...
Feb.	...	...	...	...	...	...	...		4	5	6	7	8	9	10
	1	2	3	4	5	6	7		11	12	13	14	15	16	17
	8	9	10	11	12	13	14		18	19	20	21	22	23	24
	15	16	17	18	19	20	21		25	26	27	28	29	30	...
	22	23	24	25	26	27	28		...	...	...	...	...	...	...
Mar.	...	...	...	...	...	...	...	Sept.	...	...	...	...	...	...	...
	3	4	5	6	7	8	9		1	2	3	4	5	6	7
	10	11	12	13	14	15	16		8	9	10	11	12	13	14
	17	18	19	20	21	22	23		15	16	17	18	19	20	21
	24	25	26	27	28	29	30		22	23	24	25	26	27	28
	31	...	...	...	...	...	...	Oct.	...	...	...	...	...	...	...
Apr.	...	...	...	...	...	...	...		6	7	8	9	10	11	12
	7	8	9	10	11	12	13		13	14	15	16	17	18	19
	14	15	16	17	18	19	20		20	21	22	23	24	25	26
	21	22	23	24	25	26	27		27	28	29	30	31	...	...
	28	29	30	...	...	...	...	Nov.	...	...	...	...	...	...	...
May	...	...	...	...	...	...	...		3	4	5	6	7	8	9
	5	6	7	8	9	10	11		10	11	12	13	14	15	16
	12	13	14	15	16	17	18		17	18	19	20	21	22	23
	19	20	21	22	23	24	25		24	25	26	27	28	29	30
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June	...	...	...	...	...	...	...	Dec.	...	...	...	...	...	...	...
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FRANKLIN CO. ENL.



LINCOLN INSTITUTE, JEFFERSON CITY, MO.





FORTY-SIXTH

ANNUAL CATALOGUE

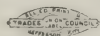
OF

LINCOLN INSTITUTE

JEFFERSON CITY, MO.

1917-1918

DEMOCRAT PRINTING COMPANY  
JEFFERSON CITY, MO.



## Faculty And Officers For 1917-1918

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Psychology, Sociology and Latin.  
Romeo Allen West, A. M.....Librarian, Registrar, Secretary

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————— Piano and Vocal Music.

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Jordon E. Rose, Blacksmithing and Horseshoeing.  
I. H. Benson, Tailoring.  
Samuel L. Burlong, Shoemaking.  
—————, Electrical Engineering.

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## DIVISION OF HOUSEKEEPING.

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Miss Irene Heron, R. N., Matron for Girls and Women.  
Miss Henrietta Johnson, Assistant Matron for Girls and Women.

## CALENDAR.

1917.

- September 1—Boarding Department opens Saturday.  
September 3—10:30 a. m., Meeting of Faculty; Monday.  
September 4—Examination for Admission; Tuesday.  
September 4—First Semester begins; Tuesday.  
September 7—8:00 p. m. Friday; Reception to Faculty and New Students.  
October 12—Columbus Day.  
November 29—Thanksgiving Day.  
December 25—Christmas.

1918.

- January 21—Examinations for First Semester.  
January 26—First Semester ends; Friday.  
January 28—Second Semester begins; Monday.  
February 22—Washington's Birthday.  
March 1 and 2—Farmers' Conference  
May 30—Decoration Day.  
June 3-7—Examinations for Second Semester.  
June 4—Closing Exercises of the Training School.  
June 5—Exercises Junior Normal Class, 8 p. m.  
June 6—Oratorical Contest.  
June 7—Exhibition of Musical Department.  
June 9—Baccalaureate Services, 3 p. m.  
June 9—Address before the Y. M. C. A. and Y. W. C. A., 8 p. m.  
June 10—Meeting of Alumni Association; Monday, 10 a. m.  
June 10—Exercises of Alumni Association; Monday, 8 p. m.  
June 11—Exercises of the Graduates of the Half Course; Tuesday, 8 p. m.  
June 12—Exercises of the Senior Normal Class; Wednesday, 8 p. m.  
June 13—Exercises of the B. F. Allen Literary Society; Thursday, 3 p. m.  
June 14—Commencement; Friday, 8 p. m.  
June 15—Second Semester Ends.

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### OFFICERS OF THE BOARD.

EXECUTIVE COMMITTEE.

(5)

## HISTORICAL SKETCH.

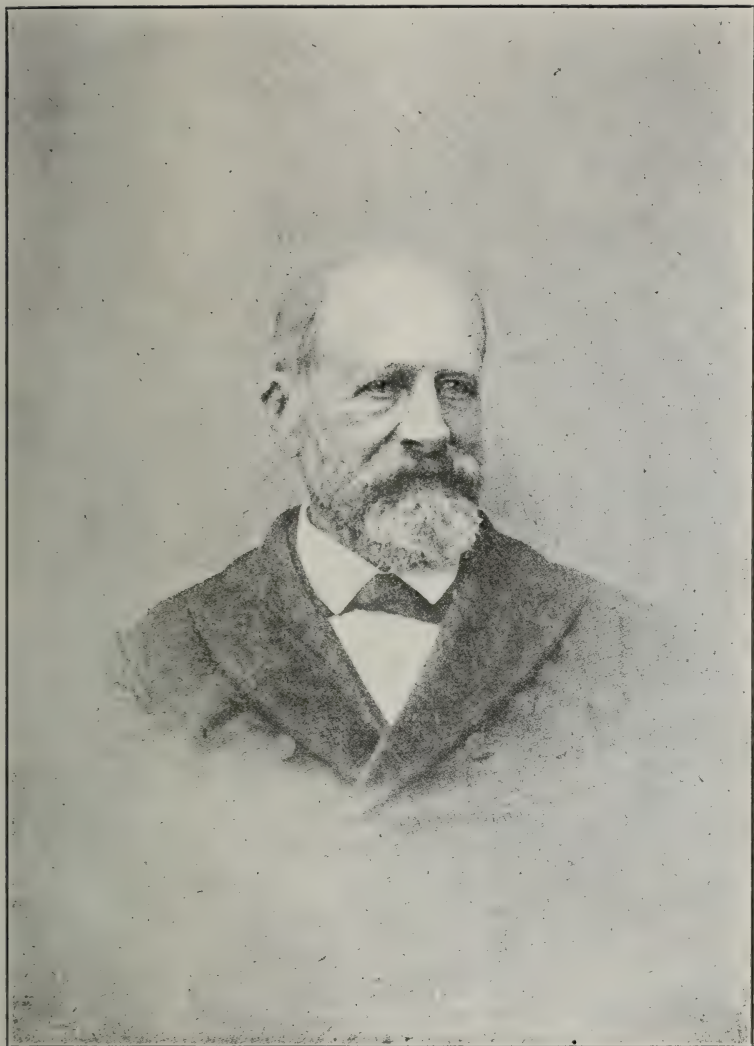
In discussing the so-called "race question" and what has been done for the educational advancement of the Negro, both by the North and by the South, it is well to take into consideration what the Negro has done for himself.

Many schools have been established for Negroes by missionary societies of various Christian denominations and by the legislatures of every Southern State; and later many schools have been established by Negroes for themselves; but, perhaps, no one of the schools of any class has had a more interesting beginning than Lincoln Institute, which had its origin in a fund of \$6,379, contributed by the soldiers of the Sixty-second and Sixty-fifth Regiments of the United States Colored Infantry, whose first thought, when discharged from service, was to establish in Missouri a school where their children could enjoy the blessings of a useful education.

R .B. Foster, a New England white man, was principal of the school the first two years of its existence. He was succeeded by W. H. Payne, who held the position one year. Mr. Foster was re-elected and held the place for two years more. Prof. S. C. Mitchell, for years president of Wilberforce University, Ohio, served as president of Lincoln Institute several years.

Among the colored men who served for short periods are J. H. Jackson of Kentucky and E. A. Clark of Ohio. Inman E. Page was president of Lincoln Institute for eighteen years and resigned to accept the presidency of the State School for Colored People of Oklahoma. The present incumbent has been in charge of the school since 1902.

The Board of Trustees, ten in number, was organized June 8 and incorporated June 25, 1866, and the school was opened September 17, 1866.



**BIOGRAPHICAL SKETCH R. B. FOSTER,**  
**First President Lincoln Institute.**





In June, 1871, the main building was completed. It was a substantial brick building, 60x70 feet, three stories, conveniently arranged and eligibly located upon a prominent hill just outside the limits of Jefferson City, commanding a view of a large part of it. The grounds contain 20 acres. The farm contains 60 acres.

"The Legislature of 1879 appropriated \$15,000 for the support of the Institute, provided \$5,000 should be applied to the payment of its indebtedness. This appropriation was contained in the general appropriation bill, and was a grant to a corporation managing a charity. The Constitution provides: 'The General Assembly shall have no power to make any grant \* \* \* of public money or thing of value to any individual, association of individual, municipal or other corporation whatever.' " The grant was in violation of that part of the Constitution just quoted. Governor Phelps, from whose message to the Legislature the above is taken, held the bill until the Board of Trustees met and unanimously voted to transfer the Institute to the State. The bill was immediately approved. This friendly act of the late Governor enabled the trustees to pay every dollar of the debt which for several years had embarrassed them, and to place the Institute on a more permanent basis.

Since the Institute became a State school the Legislature has not only made large appropriations for its maintenance, but has also given money to erect dormitories, to purchase scientific apparatus, to make additions to the library and to repair the main building.

By an act of the Thirty-fourth General Assembly a college and a college preparatory school were established in connection with the Institute.

The same assembly also passed an act which provides that the normal diplomas shall entitle their holder to teach in the schools of the State without further examinations; also that the graded certificates, which are granted upon the completion of the two years' course, shall entitle their holder to teach the several branches therein named for a period of two years from the day of graduation.

Provision is made in the act for annulling these diplomas and certificates whenever it is found necessary.

By an act of the Thirty-Sixth General Assembly an Industrial Department was established in connection with the Institute.

The main building was destroyed by fire on the first of August, 1894, but was soon replaced by a far more commodious structure, for the erection of which the Legislature appropriated the sum of \$40,000.

Since then the Legislature has appropriated at different times money to erect a dormitory for young men, one for the young women and a central heating plant. Lincoln Institute, therefore, is well equipped in buildings, as well as in teaching force, for the work she has to do.

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### BIOGRAPHICAL SKETCH.

Richard Baxter Foster, son of Richard and Irene Burroughs-Foster, was born at Hanover, N. H., October 25, 1826. He studied under his brother, Daniel, at Topkinton, Mass., and at home. He entered Darmouth College in the class of 1851. He was "separated" in 1860, but was given the degree of A. B. in 1867. Teacher in Mendon and Waverly, Ill., 1850-53. Pioneer, farmer, teacher, sawmill man, Iowa and Nebraska, till he enlisted as a private in First Nebraska Infantry in 1862; First Lieutenant Sixty-second United States Colored Infantry, 1863, to January, 1866. Established Lincoln Institute, Jefferson City, Mo., in 1866, and continued connected with it until 1872. Went to Osborne, Kansas., in May, 1872, sent by the American Home Missionary Society, where he was ordained August, 1872. Pastor of Osborne, Kan., 1872 to 1882; Red Cliff, Colo., 1882 to 1884; Milford, Kan., 1884 to 1888; Cheney, Kan., 1888 to 1890; Stillwater, Okla., 1890 to 1894; Perkins, Okla., 1894 to 1896; Okarche, Okla., 1896 to 1901. Married October 22, 1851, Jemima Leland Ewing, who died October 3, 1852, leaving one son, still living. Married March 8, 1885, to Miss Lucy Reed. Ten children were

born of this union, and six sons and two daughters are still living. He published a history of Lincoln Institute in 1872. Died in Okarche, Okla., April 26, 1901, of old age, aged seventy-five years.

## COLLEGE OF LETTERS AND SCIENCE.

This department was established that students who attend the Institute may pursue a collegiate course, the same as students at the State University at Columbia. Graduates of first-class high schools and any who pass a satisfactory examination will be admitted to this department.

Each student who completes the work in this course will be entitled to a diploma conferring the degree of Bachelor of Arts. Those who complete this course by substituting German and French or Spanish for Latin and Greek will be entitled to the degree of Bachelor of Science.

No student is eligible for the degree who has not been in residence at Lincoln Institute one year.

One hundred and twenty semester hours are required of those who complete this course. The following is the course of study:

### Freshman Year.

Latin—Livy (Books XXI and XXII); Horace—Selections from the Odes, Satires and Epistles; *Germania et Agricola*.

Greek—Memorabilia (Xenophon); Odessey—(Homer); Apology and Crito—(Plato).

Mathematics—College Algebra (Wells); Trigonometry and Surveying (Wentworth).

### Sophomore Year.

Greek — De Corona (Demosthenes); Prometheus Bound.

French—Select Readings and Les Misérables (Hugo).

Latin—Cato Major and Laelius; Tusculan Disputations (Cicero).

Mathematics—Analytical Geometry (Nichols); Calculus (Schnyder & Hutchison).

Physics—(Carhart).



**Junior Class.**

German — Ein Practischer Anfang — Manfred;  
Bacon's German Grammar.

Rhetoric (Genung), and English Literature.

Astronomy (Young); Geology (Dana's New Text-  
book).

Chemistry—General Chemistry for Colleges (Smith).

Logic—(Taylor).

**Senior Class.**

Sociology—Carver.

Introduction to Economics—Seager.

Psychology (James); readings in Hall's Adolescence  
required.

German—Schiller's Wilhelm Tell.

History of Modern Europe—(Schwill).

Ethics—(Dewey & Tuft.)

International Law—(Davis).

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**SCHOOL OF EDUCATION.**

Sixty semester hours are required above the High School Course. Eighty lessons must be taught in the Training School, by all who take this course, under the supervision of three critic teachers.

The degree of B. Pd. and a life certificate to teach in the public schools of Missouri are given to those who complete the course satisfactorily.

No student is eligible for this degree who has not been residence at Lincoln Institute one year.

**Junior Class.**

School Management and Administration.

General Psychology, ( $\frac{1}{2}$ ).

Child Psychology ( $\frac{1}{2}$ ).

Logic ( $\frac{1}{2}$ ).

Economics ( $\frac{1}{2}$ ).

Civics, ( $\frac{1}{2}$ ).

Drawing ( $\frac{1}{2}$ ).

**Senior Class.**

History of Education.

Rural Pedagogy (1-3).

Ethics (1-3).

Genetic Psychology ( $1\frac{1}{2}$ ).

Social Psychology ( $1\frac{1}{2}$ ).

High School Methods—Parker.

Sociology.

American History—Three Book Course: Hart, Thaites, Wilson.

General Principles of Education.

## DESCRIPTION OF THE COURSE IN EDUCATION.

### Psychology.

1. Elementary Psychology . . . 1-3 unit or  $21\frac{1}{2}$  hours.

This course should precede Training School work. It is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and of all the sense organs is studied in their relation to mental phenomena.

2. Advanced Psychology . . . . .  $21\frac{1}{2}$  hours

Presupposes Course 1, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions.

3. Educational Psychology . . . . .  $21\frac{1}{2}$  hours

Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature.

4. Psychology of Childhood . . . . .  $21\frac{1}{2}$  hours

This course, which deals with the physical and mental development of children, is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood



IN THE IRONING ROOM.



and adolescence with special reference to their meaning for the teacher.

5. Rural School Management.....1-3 unit

### **Pedagogy.**

Considerable time will be devoted to the study of the State Course of Study, and among the other topics considered will be: The teacher, his qualifications, duties, and his obligations to the children and the community; school grounds, building and equipment; making the daily program; grading the school; school games and plays; method of class instruction; school law.

6. Rural School Methods.....2-3 unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

7. Principles of Teaching.....2½ hours

Consideration will be given to the essential principles underlying and determining the whole educative process. Prerequisites: Elementary Psychology and School Administration.

8. Special Methods.....2½ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study. Prerequisites: Psychology 1 and Pedagogy 7 and 9.

9. School Administration.....2½ hours or 1-3 unit

Required of graduates of first class high schools. This course may not be taken by students who have had course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Organization and graduation of schools. (c) Problems of class-



room management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

10. High School Problems.....2½ hours

This course will consider the history, aims and methods of secondary school teaching also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

11. History of Education.....5 hours

Two quarters required for the diploma. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. This course will close with a brief study of modern school systems. Prerequisites: School Administration, Psychology, and Principles of Teaching.

12. Supervision of Instruction.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Institute. The third part will be taken up with some of the supervisor's important problems, such as: (a) Retardation of pupils. (b) Elimination of pupils. (c) Methods of promotion. (d) Vital school statistics. (e) Estimating the worth of a teacher. The course is open to principals and others preparing for the work of supervision. Prerequisites: School Administration, Psychology and Principles of Teaching.

13. Educational Sociology.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems.

Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

14. Ethics. . . . .21½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

15. History of Education in Missouri. . . . .21½ hours.

This course will include a detailed study of the history and organization of the various types of schools in the state. For example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and State Superintendent. Missouri School Law will also receive considerable attention.

16. Modern School Systems. . . . .21½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England, and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

17. Philosophy of Education. . . . .21½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

**COLLEGE PREPARATORY DEPARTMENT.**

Fifteen units are required to complete this course.

Those who complete this course satisfactorily will be given a certificate of graduation which will admit them to the Freshman Class in the College of Letters and Science.

**First Year.**

English.....	5	Missouri History. . . . .	3
Mathematics.....	5	Manual Training . . . . .	2
Latin.....	5	Vocal Music. . . . .	2

**Second Year.**

English.....	4	Physical Geography . . . .	4
Mathematics.....	4	Vocal Music . . . . .	2
Latin or German.....	4	Manual Training . . . . .	2

**Third Year.**

English.....	4	Physics. . . . .	4
Latin or German.....	5	Manual Training. . . . .	2
Greek or French.....	4	Pedagogy. . . . .	

**Fourth Year.**

Latin or German.....	5	Chemistry. . . . .	5
Greek or French.....	5	Music. . . . .	2
General History.....	4	English. . . . .	5

**HIGH SCHOOL COURSE, 15 UNITS.**

This course is almost identical with the course prescribed for the Missouri High Schools by the State Department of Education. Graduates of this course will receive a diploma and will be admitted to the Junior Normal Class or the Freshman College Class.

**Freshman Class.**

English Grammar (two-fifths) and Composition (one-fifth).

Latin.

Industrial Work (three-fifths).

Algebra.

Drawing.

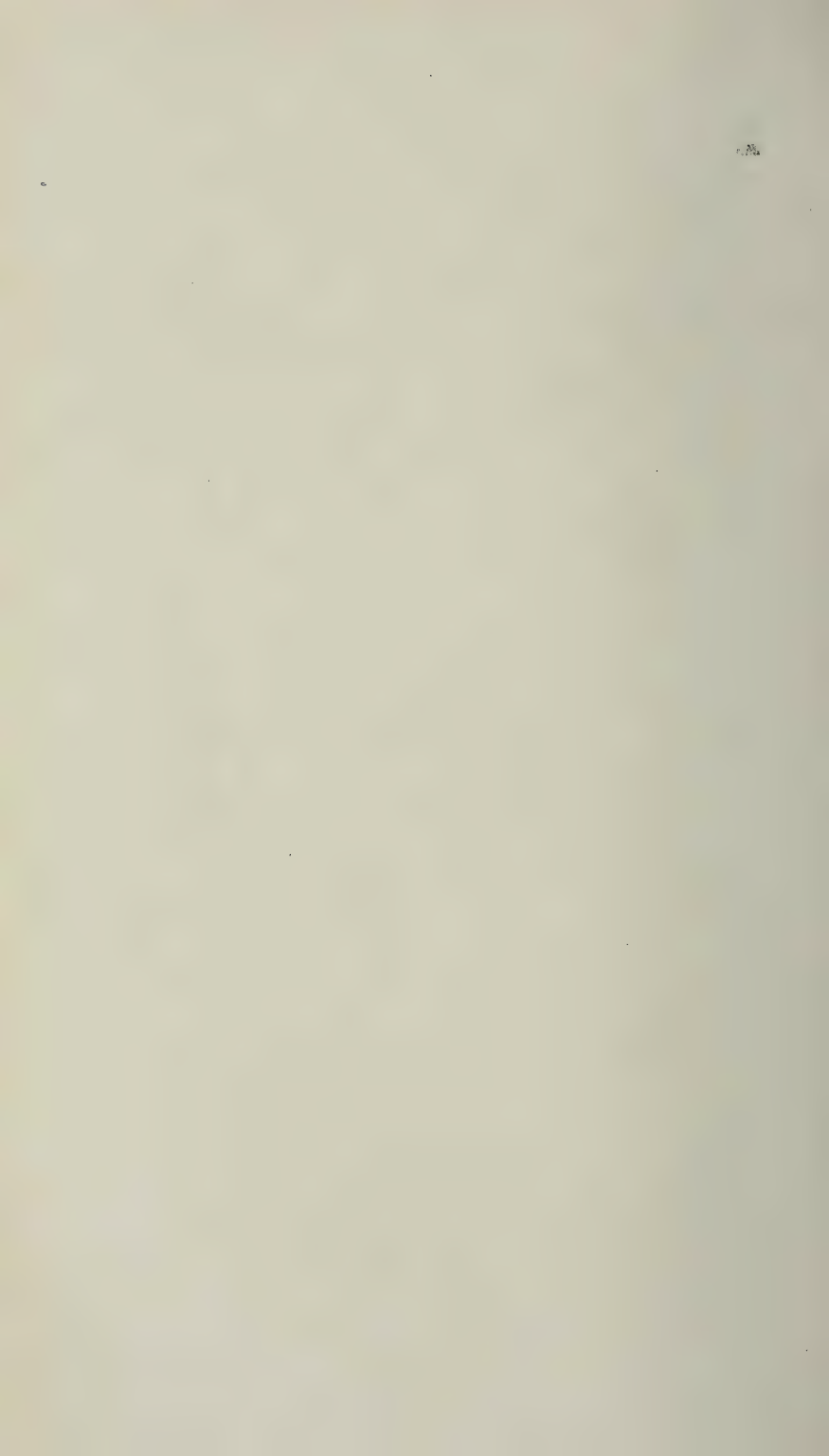
First Year Science (two-fifths).

Ethics, Good Morals and Gentle Manners.

Literature (two-fifths).



THE ORCHESTRA.





**Sophomore Class.**

Botany (one-half).

English—Composition and Rhetoric (one-half).

Literature (one-half).

Algebra completed.

Caesar or German (elective).

Ancient History.

Industrial Work or Agriculture (three-fifths).

Drawing (two-fifths).

**Junior Class.**

English—Composition and Rhetoric (two-fifths).

Literature (three-fifths).

Plane Geometry ( $1\frac{1}{2}$ ).

Solid Geometry ( $1\frac{1}{2}$ ).

Cicero or German (elective).

Physics.

Industrial Work (three-fifths).

Drawing (two-fifths).

History—Medieval and Modern.

Elementary Psychology.

**Senior Class.**

English Composition (one-fifth).

History of Literature (one-fifth).

Literature (three-fifths).

Chemistry, two double periods twice a week for laboratory practice ( $1\frac{1}{2}$ ).

Latin or German (elective).

English History ( $1\frac{1}{2}$ ).

Industrial Work ( $1\frac{1}{2}$ ).

Trigonometry ( $1\frac{1}{2}$ ).

Educational Psychology ( $1\frac{1}{2}$ ); Methods, ( $1\frac{1}{2}$ ).

**GRAMMAR SCHOOL COURSE.****“D” Class or Sixth Grade.**

English—Reed & Kellogg.

Reading—Searson & Martin, Book 6.

Nature Study.

Arithmetic—Hamilton.

Geography—Dodge.

Vocal Music.

**"C" Class or Seventh Grade.**

Reading—Searson & Martin, Book 7.

Arithmetic—Hamilton.

Geography—Complete—Dodge.

English Grammar—Reed & Kellogg.

Nature Study.

Writing and Drawing.

Vocal Music.

**"B" Class or Eighth Grade.**

Arithmetic—Hamilton.

English Grammar—Reed & Kellogg.

United States History—Bourne and Benton..

Writing and Drawing.

Reading—Searson & Martin, Book 8.

Physiology—Walters.

Vocal Music.

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**OUTLINED COURSE OF STUDY FOR MODEL  
SCHOOL.****Class D.. (First and Second Years.)**

- a. Reading, Spelling, Language.
- b. Nature Study, Literature, Language.
- c. Numbers.
- d. Writing and Drawing.

**Class C. (Third and Fourth Years.)**

- a. Reading, Spelling, Language.
- b. Nature Study, Literature.
- c. Arithmetic.

**Class B. (Fifth Year.)**

- a. Reading and Literature.
- b. Spelling.
- c. Language.
- d. Arithmetic.
- e. Geography.

**Pre-Medic and Pre-Dentistry Course.**

A one year course is given in a modern language, biology, chemistry and physics for high school graduates who may wish to enter a medical college.

## EXPLANATION OF COURSES.

Whenever the term "year" or "school year" is used, it means the school year of ten months or two hundred days.

The school year is divided into semesters of five months or one hundred days each.

A credit is the work of one semester; a unit is the work of one year or two semesters.

We use the term "unit" to measure all high school work.

The term "semester hour" is used to measure all subjects of normal and college grade.

Students usually carry four subjects a year, five times a week with a recitation period of fifty minutes in length.

One unit is equivalent to seven and one-half semester hours. Four units are equivalent to thirty semester hours. By carrying four studies successfully for one year, a student is credited with thirty semester hours in college and normal work.

## SCHOOL OF HOME ECONOMICS.

### Two Units May Be Offered.

One unit may be offered, composed of the most important portions of the two units given below, or each of the units given below may be offered individually.

### Cooking.

A unit in cooking should consist of (1) a study of the production, manufacture and composition of typical foods, their classification according to the food principles contained therein, and the study of the relation of these to the needs of the body; (2) a study of the fundamental scientific principles underlying the cookery processes and their application in the cooking of typical foods; (3) a study of the principles involved in the cleaning and caring for the various sorts of utensils and materials found in the kitchen.

Owing to the fact that the course in cooking has not yet been definitely standardized, a detailed outline, which

represents the work done in some of the best high schools is given. The teacher, in order to adapt it to local conditions, should judiciously make eliminations and additions, and should modify the order and emphasis.

The outline is as follows:

The Kitchen—

Recitation.—(1) Shape and size. (2) Equipment; desk and individual equipment; cupboard and group equipment; sinks and supply tables; refrigerator; burners and ranges. (3) Care of kitchen; reason for cleanliness; means of securing cleanliness; importance of order and system.

Laboratory Work.—(1) List and care for articles in desk. (2) Clean and conveniently arrange cupboards. (3) Care of sinks and supply tables by different girls—housekeepers. (4) Clean refrigerator. (5) Wash dishes and towels. (6) Care for burners and ranges. (7) Read gas meter. (8) Calculate cost of gas per hour. (9) Probable cost in home.

Fuels and their combustion—

Recitation.—(1) Kinds and classes. (2) Value of different fuels; calorific; economics; as to convenience. (3) Essentials of combustion. (4) Meaning of kindling points. (5) Products of combustion. (6) Causes and effects of incomplete combustion. (7) Need for extraordinary ventilation in the kitchen. (8) Different kinds of gas, carefully studied. (9) Study matches.

Laboratory Work.—(1) Note effect of closed and open mixer of burner; closed and open drafts of stoves. (2) Comparison of various methods of supplying oxygen for combustion. (3) Ventilate kitchen and class room. (4) Compare different types of burners.

Water—

Recitation.—(1) Kinds and composition. (2) Use as a cleaning agent; use as a medium in cooking; uses in the body. (3) Purification of water, including household methods. Treatment of hard waters.

Laboratory Work.—(1) Determine temperature of



water when small bubbles begin to rise; when larger bubbles rise and break at the surface; when the whole surface is agitated. (2) Determine temperature of steam. (3) Determine temperature in double boiler. (4) Determine source of home and school water supply. (5) Soften water for cleaning. (6) Filter water through various mediums.

#### Fruits—

Recitation.—(1) Use of various grades of fresh fruits. (2) Composition and value as food. (3) Processes of preparing fresh fruits. (4) Decay of fruits; cause and prevention of decay; means of destroying micro organisms; resistances of spores. (5) Methods of preserving fruits and vegetables; sorting; cleaning; storing; drying; sterilizing; use of sugar, spices, vinegar; low temperature; cold storage; fraudulent and harmful preservatives. (6) Uses of preserved fruits. (7) Comparison of fresh and preserved fruits and vegetables as to cost; as to food value. (8) Food laws governing sale of fresh and preserved fruits and vegetables. (9) Reading and interpreting all food labels.

Laboratory Work.—(1) Sort fruit for different purposes. (2) List fruits according to water content. (3) Cook fruits in various ways as boiling, baking, stewing, scalloping. (4) Observation of decay and mould of fruit. (5) Examination of bacteria and mold under microscope. (6) Determine conditions favoring and retarding growth of micro-organisms. (7) Can fruits and vegetables by different methods. (8) Preserve and pickle. (9) Extra sterilization. (10) Make jellies, butters, jams, etc. (11) Cook dried fruits; compare weight of fruit before and after soaking. (12) Make list of groceries which protect fruits from street dirt.

#### Vegetables—

Recitation.—(1) Composition. (2) Classes; according to part of plant used; according to composition; according to flavor.

Laboratory Work.—(1) Preparation of different classes of vegetables—tomatoes, cabbage, potatoes, car-



rots, turnips, onions. (2) Different methods of boiling, steaming, stewing, creaming, baking, scalloping, sauteing. (3) White sauce for different purposes. (4) Cream soups. (5) Examine section of potato to see starch cells. (6) List ways of preventing lumping of starchy materials. (7) Determine thickening power of different starchy materials. (8) Use iodine test on different starchy foods. (9) Dextrinize flour—make toast, croutons, etc.

#### Starch—

Recitation.—(1) Structure and composition. (2) Various theories as to starch cell. (3) properties; effect of moist and dry heat; effect of acids; tests for starch. (4) Digestion and value as food. (5) Methods of cooking as related to composition. (6) Value of vegetables in the diet.

#### Cereals—

Recitation.—(1) Composition. (2) Value as food. (3) Structure. (4) Manufacture. (5) Kinds; comparative value and cost. (6) Effect of different methods of cooking on flavor and digestion. (7) Predigested cereals.

Laboratory Work.—(1) Cook different kinds of cereals by different methods, using fireless cooker if possible. (2) List amounts of different cereals that ten cents will buy; fruit combinations.

#### Sugar—

Recitation.—(1) Source, kinds and composition. (2) Manufacture of sugars and syrups. (3) Properties: effect of heat; moisture; dryness; effect of acid. (4) Digestion of confectionery. (6) Glucose.

Laboratory Work.—(1) Make syrup test with thermometer. (2) Make peanut brittle, fondant, caramel. (3) Make syrup, frosting, marguerites. (4) Make fudge, creams. (5) Figure cost of homemade and purchased candies. (6) Trip to candy factory or kitchen, if possible.

#### Milk—

Recitation.—(1) Composition. (2) Value as food; value as casein; importance of nitrogen; nutritive value for young and adult. (3) Effect of heat; effect of high temperature in making cottage cheese and junket; rela-



A CORNER IN THE DRESSMAKING DEPARTMENT



tion of temperature of cooking to digestion; effect of pasteurizing and sterilizing on nutritive value and flavor. (4) Effect of acid, rennet, bacteria. (5) Care of milk; importance of cleanliness and low temperature; milk as a carrier of infection; dangers of old milk. (6) Milk as found on the market; modified, certified, condensed, and slightly condensed; malted, pasteurized, etc. (7) Factors in cost of milk. (8) Milk products: Effect of cleanliness and temperature on flavor. (9) Food laws concerning milk and milk products; inspection of dairies and wagons.

Laboratory Work.—(1) Separate milk into its parts, (2) Make: Butter, cottage cheese; junket; cocoa. (3) Sour milk and its use. (4) Skimmed milk, cost and use. (5) Compare scalded and boiled milk. (6) Visit a good dairy, if possible. (1) Investigate school and home milk supply.

Cheese—

Recitation.—(1) Composition. (2) Manufacture and kinds: value of bacteria and molds in producing flavor. (3) Digestion and value as food.

Laboratory Work.—(1) Make a collection of various cheeses.

Eggs—

Recitation.—(1) Composition. (2) Value as food: importance of albumin. (3) Structure. (4) Preservation: cause of decay; methods of preserving; means of testing. (5) Effect of heat and methods of cooking. (6) Economy in use of eggs; cost in different seasons; substitutes for eggs; commercial abuses. (7) Combinations: milk, eggs, cheese.

Laboratory Work.—(1) Preserve eggs for winter use. (2) Test eggs for freshness. (3) Determine effect of different temperatures on eggs. (4) Cook eggs in different ways: soft and hard cooked; poached and omelets. (5) Determine cost of egg dishes at different seasons. (6) Invalid dishes. (7) Make custards, rarebits, souffles, macaroni, rice and potatoes with cheese.

Meat—

Recitation.—(1) Structure. (2) Composition and



nutritive value. (3) Selection of meat: freshness, age and condition of animal; location and cost of cuts; suitability of cut to purpose. (4) Flavor of meat: importance of extratives; ripening of meat. (5) Effect of heat: on connective tissues and wall of tubes; on juices or contents of tubes. (6) Reasons for cooking. (7) Methods of cooking: tender and tough cuts; retention of juices by searing. (8) Extraction of juices by soaking, etc. (9) Breaking up of connective tissues by cutting or grinding. (10) Removal of connective tissue by scraping. (11) Softening connective tissue by long, slow cooking in water. (12) Special methods of preparing and cooking veal, mutton, pork, poultry, fish, and special organs. (13) Use of left-overs: suitable combinations of flavor; dangers of food poisoning from stale meat. (14) Preservation of meat and uses of preserved meat: cold storage, canning, use of preservatives: relation of preservatives used to method of cooking. (15) Cost of meat: of different cuts and animals; at different seasons; as compared with meat substitutes. (16) Food laws concerning fresh and preserved meats.

Laboratory Work.—(1) Scrap tough and tender meat to determine structure and cause of toughness. (2) Experiment with meat to determine some of the constituents and their characteristics. (3) Examine cuts of meat used: as to location of bone; amount of fatty tissue; color and grain of muscle. (4) Make drawing of animal, showing location of cuts. (5) Visit meat market, if possible. (6) Preparation of tender cuts: broil, roast. (7) Preparation of tough cuts: make meat stock, various stock soups, beef juice, beef tea; make hamburger or loaf; make scraped meat sandwiches or meat balls; make pot roast, stew or fricasse. (8) Prepare veal, mutton, pork, poultry and fish, including oysters; different methods as sauteing, roasting, stewing, frying, creaming. (9) Make dressing for roast. (10) Make sauces for serving. (11) Use left-over meat in various ways, as scallop, meat pies, hash, sandwiches, etc. (12) List vegetables and seasonings that go well with different meats. (13) Cook bacon,



“boiled” ham, corned beef, etc. (14) List cuts of meat according to price. (15) List foods that might be substituted for meat in the diet. (16) Meat extracts.

#### Fish—

Recitation. — (1) Sources and kinds. (2) How judged. (3) Dangers of old fish. (4) Preserved fish.

Laboratory Work.—(1) Cook fish in various ways. (2) Sauces: hollondaise, tartar, egg.

#### Gelatin—

Recitation.—(1) Source. (2) Commercial preparation. (3) Properties. (4) Composition. (5) Value as food: in carrying flavor; in furnishing nourishment; function in the body.

Laboratory Work.—(1) Make gelatine from meat and bone. (2) Make gelatine preparations using commercial gelatin; plan gelatin, charlottes, etc. (3) Compare fruit gelatin with “ready to use” preparations.

#### Legumes and Nuts—

Recitation.—(1) Composition. (2) Value as food: use as meat substitutes; digestion of.

Laboratory Work.—(1) Baked beans. (2) Dried pea or lentil soup. (3) Salted almonds and peanuts. (4) Collection of nuts in natural cases.

#### Fat—

Recitation.—(1) Composition. (2) Value as food: function in the body; digestion of fat and foods coated with fat. (3) Kinds, source, form. (4) Structure of fatty tissue. (5) Application of heat; danger of accidents in frying from combustion of fat, from expansion of moisture; means of preventing fat soaking; scorching of fat. (6) Economy in using fat: cost of various kinds; butter substitutes for cooking; lard substitutes. (7) Food laws concerning various fats.

Laboratory Work.—(1) Render fat. (2) Determine temperature for frying cooked and uncooked materials. (3) Fry cooked and uncooked foods; use different fats. (4) Clarify fat. (5) Use partially decomposed fat for

soap making. (6) Recognition of oils; olive, domestic and foreign; cottonseed oil; use lard substitutes.

#### Batter and Doughs—

Recitation. — (1) Flour: composition; kinds and classes, according to composition, according to process of manufacture, according to grain used; value of different classes, as food, for bread making. (2) Leavening agents and their action: air and steam, effect of heat, importance of elasticity of white of egg and gluten; carbon-dioxide, action of soda with sour milk, molasses, cream of tartar; action of baking powder, different kinds, effect of heat and moisture; action of yeast, different kinds, conditions favorable and unfavorable to growth, products of fermentation.

Laboratory Work.—(1) Determine main constituents of flour. (2) Determine properties of gluten and make gluten balls. (3) Visit flour mill, if possible. (4) Determine tests for different oven temperatures. (5) Make sponge cake and popovers. (6) Make cereal griddle cakes, muffins, cakes, biscuits, pastry, steam puddings. (7) Determine effect of combining soda with sour milk, soda with cream of tartar and baking powder with moisture. (8) Determine suitable temperature and food for yeast. (9) Compare flours and discuss varying results in gluten content. (10) Compare various national breads.

#### Bread—

Recitation.—(1) Methods of making: material used. (2) Relation to kind and condition of yeast. (3) Amount and kind of flour. (Reasons for kneading.) (5) Relation of temperature and amount of yeast to time. (6) Baking: time and temperature; changes produced. (7) Care of bread after baked. (8) Souring and other undesirable changes in bread. (9) Comparison of homemade and baker's bread: need of standard; digestion of yeast breads, quick breads and toasts, nutritive value and cost of bread.

Laboratory Work. — (1) Bread making: short and long process; plain, whole wheat, graham, rye; plain and fancy rolls; bread with nuts or raisins. (2) Judge bread.

(3) Visit bakery, if possible. (4) Determine cost of bread made. (5) Make toast, croutons, sandwiches, etc. (6) Macaroni and similar products. (7) Noodles.

#### Salads—

Recitation.—(1) Value in diet: as nourishment; as an appetizer; for furnishing variety; for the mineral of fresh fruits and vegetables; economic value. (2) Preparation: importance of freshness and crispness; importance of thorough washing of uncooked foods; importance of attractiveness in arrangement of color, form and texture, size of service, garnish; suitable combinations; considering flavor; food nutrients; digestion.

Laboratory Work.—(1) Select materials for salads. (2) Prepare materials for salads: salad plants; other materials, as spring fruits and vegetables, winter fruits and vegetables, meats, nuts, eggs and cheese, left-overs; cooked French and Mayonnaise salad dressings. (3) Attractively arrange materials. (4) Determine cost of salads made. (5) An exhibition of salads.

#### Frozen Dishes—

Recitation.—(1) Value of frozen dishes. (2) Make water ices, sherbets, ice cream, and mousse. (3) Determine temperature of freezing mixture and frozen material. (4) Determine cost of desserts made. (5) Improve freezer for individual use.

#### Beverages—

Recitation.—(1) Tea, coffee, cocoa, chocolate: important constituents; methods of preparation; buying and care in the home; substitutes; physiological effects. (2) Fruit drinks: value of the diet, in sickness and health; kinds; national habits. (3) Special preparation for the sick: discussion of varying conditions and consequent needs; other methods of feeding.

Laboratory Work.—(1) Make tea and coffee; compare steeped and boiled tea and coffee. (2) Make cocoa and chocolate. (3) Make fruit drinks. (4) Make preparation used in liquid and semi-liquid diet. (5) Prepare invalid's tray. (6) Broths: stimulating preparations like

beef juice, meat extracts, etc.; gluten breads, liquid egg foods; plan diets; uses of milk.

Summary—

Recitation.—(1) Definition of food. (2) Classification of food according to food principles. (3) Temperature suitable for each class. (4) Digestion and assimilation of each class. (5) Value of food and food requirements: function of each class; comparative value of different foods; food value represented by calories; food requirements represented by blocks, figures or charts; food requirements for people of different ages and occupations; national and foreign investigations; dietary standards of various investigators. (6) Importance of purity of food. (7) Cost of food: comparative cost of different classes of food; cost of food at different seasons; relation of cost of food to total cost of living and to income.

Laboratory Work. — Review notebooks. (2) Make classification of foods studied: list foods according to their protein fat and carbohydrate content; list foods rich in the different kinds of mineral matter. (3) Weigh portions of food that are equivalent in total nutrients, total protein, or that yield 100 calories, or that represent a Chittenden or Atwater meal. (4) Compare cost of different cooking lessons during the year.

Sewing.

A unit in sewing should consist of (1) a study of the production and manufacture of the textile fabrics (cotton, wool, flax, silk), and methods of detecting the more usual forms of adulterations; (2) laboratory work in sewing which should include hand work and machine stitches as applied to household articles and clothing, the drafting of patterns for undergarments and waists, and the use of commercial patterns. (3) Consideration of such problems as fitness of garments to purpose, color harmonies in dress, cost of the homemade garments versus the factory made garment, etc.

As in the case of cooking, the course in sewing has not as yet been definitely standardized, and therefore a





THE SEWING ROOM.





detailed outline, which represents the work done in some of the best high schools, is given. The teacher, in order to adapt it to local conditions, should judiciously make eliminations, and should modify the order and emphasis.

The outline is as follows:

Equipment for sewing—

Recitation.—(1) Equipment needed for hand sewing. (2) The work box and its contents. (3) Construction and care of sewing machine. (4) Suitable chairs and tables. (5) Lighting of the room.

Laboratory Work.—(1) Select and list price of individual sewing equipment. (2) Clean, oil, understand and use machine and attachments.

Use or Purpose of Clothing—

Recitation.—(1) Fulfillment of purpose: under the outer garments. (2) Suitability of clothing for various occasions, such as business, home, sick room. (3) Clothing in relation to health: effect of too little and too much clothing; effect of pressure; loosely and closely woven fabrics, non-porus clothing.

Laboratory Work.—(1) Collect references to and pictures of clothing of primitive and modern times. (2) Possible trip to store to see fabrics and garments. (3) Criticize own clothing on basis of purpose. (4) Plan clothing for various seasons and occasions.

Materials Used—

Recitation.—(1) Cotton, wool, flax, silk: structure and composition; effect of heat, acids, alkalis, moisture, light; conductive and absorptive properties of the different fibres; suitability of each for under and outer clothing; manufacture of the fibres into clothing; bleaching, dyeing, printing, mercerizing. (2) Use of uncommon fibres, such as jute, ramie, pineapples, cocoanut, vegetable silk. (3) Leather, fur and rubber as materials for clothing.

Laboratory Work.—(1) Collect samples of raw materials. (2) Examine fibres. (3) Test samples to determine quality; fibre or fibres present, closeness of weave, adulterants. (4) Determine characteristics of warp and woof of cloth. (5) Make textile collections, illustrating

the variety, quality, price, possible use and enduring probabilities, under test of elements, chemicals, and laundering of finished products of different fibres.

Selection of Materials for Class Use for Articles or Garments—

Recitations. — (1) Purpose, cost, durability. (2) Width, amount, allowing for shrinkage. (3) Color, design, weave and finish. (4) Genuineness, quality. (5) For trimming: comparative value of hand and machine work; desirable qualities for trimmings, including good edge and simple design; kinds of embroidery, laces, drawn-work, etc.; harmony of material and trimming in quality and color; inappropriateness of color in trimming undergarments.

Laboratory Work.—(1) Examine samples and discuss suitability. (2) Combine samples of textile fabrics to show suitable color, quality and finish for suits for different occasions and individuals. (3) Buy materials for articles to be made. (4) Select trimmings, thread, etc. (5) List cost of materials. (6.) Study design in embroidery, laces and other ornamentation.

Selection of Design for Making—

Recitation.—(1) Purpose of article. (2) Form and size of individual. (3) Personality and occupation of individual. (4) Artistic effect: good lines; good color combinations; effect of light on materials of various color, quality, finish. (5) Time and money to expend on making and laundering. (6) Examine ready-made garments in forms, workmanship, material, cost. (7) In cost of production ascertain expense, profit in labor, in equipment, in capital. (8) Determining cost to class of materials; to time consumed. (9) Compare results with shop article of same cost; and cost with shop article of same quality. (10) Summarize data and comment thereon.

Laboratory Work.—(1) Make design for garments. (2) Take measures. (3) Draft patterns. (4) Compare and use drafted and bought patterns. (5) Criticize designs for clothing in magazines and papers. (6) Small articles of attire, conveniences for travel, for desk, room

or house; the dressing of a doll for some needy child; the making of a garment for a child in need. (These ought to be made by a group of students together, the work should be dainty and parts regarded in relation to the whole. Beauty of effect should be ensured through simplicity in design and excellence in workmanship, even with crude or commonplace materials). (7) Process in work: pattern placed together; examined in comparison with one blocked earlier; material examined for warp, woof, lengthwise, crosswise, bias, selvage; implications, comfort in wearing, hanging well and retaining shape and laundering; discuss and illustrate types of seams and finishings, select in accordance with purpose; cut, baste, sew, finish, examine; state in writing judgment of work and disclosed needs of worker.

#### Cutting—

Recitation.—(1) Economy. (2) Matching pattern in cloth. (3) Arrangements of pattern with weave.

Laboratory Work.—Cut out garments.

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### SCHOOL OF MECHANICAL ENGINEERING.

Two units may be offered.

#### Woodworking.

In the outline, given below for a one year course in woodworking, the work has been arranged in groups. Each group contains a number of problems involving the same process. The arrangement provides for the uneven progress of the class, and the teacher is able to keep all members of the class engaged on the same type of work, although working on different objects. A number of supplementary exercises should be provided. The student may be permitted to make almost any object which involves the processes of principles of the group in which the class is working. The subject matter is indicated under the heading "Processes."

Group 1. Giving the first use of the saw and the laying-out tools, such as the gage, try-square and rule.

Processes.—Measuring, squaring, gaging, sawing, boring, making dowel.

Problem.—Game board, counting board, laundry list, puzzle, etc.

Group 11.—Emphasizing the first use of the plane.

Processes.—Planing: surface edge, to dimensions, chamfering.

Problem.—Swing-board, hat rack, bread-cutting board, etc.

Group III. Teaching the first use of the chisel.

Processes.—Vertical chiseling, gouging, paring, sharpening chisel.

Problem.—Shelf and brush-rack, tray, sleeve-board, etc.

Group IV. Involving “form-work” and the first use of the spoke-shave.

Processes.—Bow-sawing, modeling, sand-papering.

Problem.—Coat hanger, tool-handle, canoe paddle, etc.

Group V. The construction of objects by means of some form of the groove joint.

Processes.—Housing, halving, nailing, carving, finishing.

Problem.—Waterwheel, test-tube rack, book-rack, flower-pot stand, loom, sled, box-trap, bracket-shelf, knife-polishing board, towel roller, etc.

Group VI. More exact work in planing in order to make a glue joint.

Process.—Planing joints, gluing, clamping.

Problem.—Bread-molding board, drawing board, bench-hook, etc.

Group VII. Construction by means of the mortise-and-tenon joint.

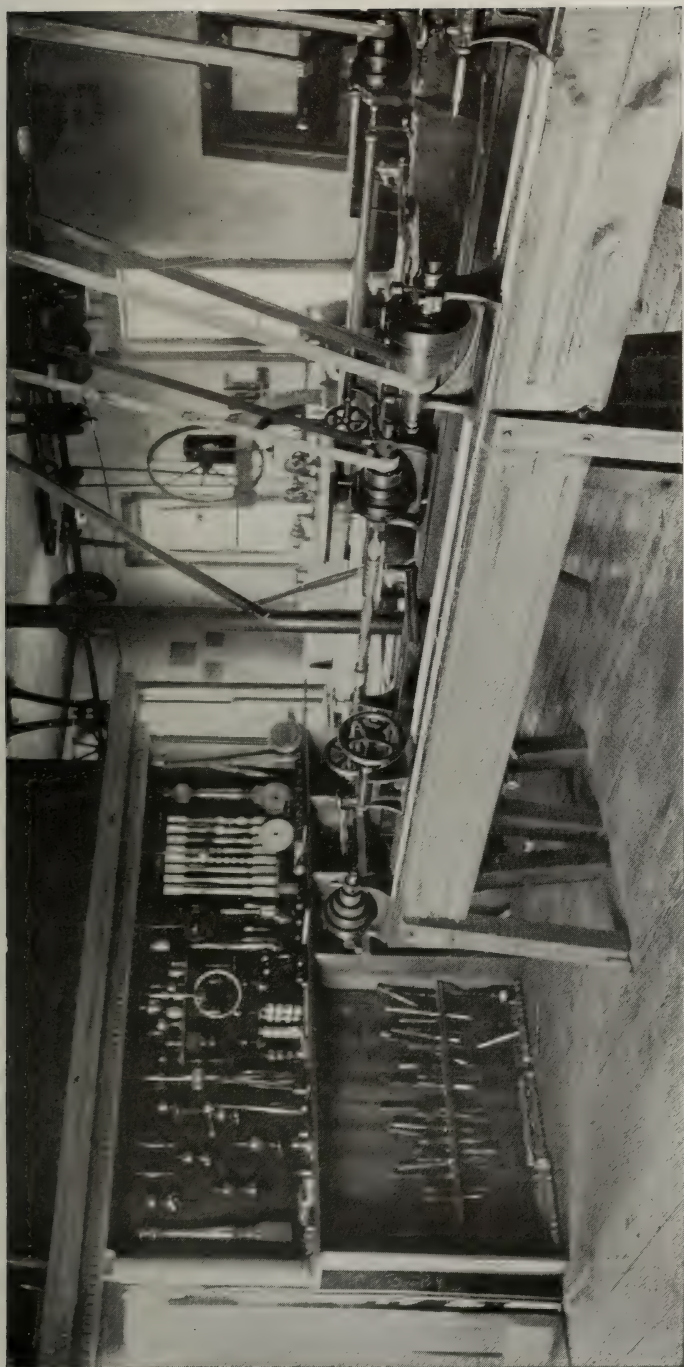
Processes.—Laying out duplicate pieces, cutting a mortise, sawing tenon, finishing.

Problem.—Stool, plant-stand, taboret, umbrella rack, table, etc.

Group VIII. Construction involving the mitre joint.

Processes.—Planing parallel edges and sides, use of mitre-box, laying out brace,





THE WOOD-TURNING SHOP.



Problem.—Mitre-box, framing a picture, box, bracket, etc.

Group IX. Elementary cabinet making involving the use of panel.

Processes.—Plowing, fitting, putting on hinges.

Problem.—Sewing cabinet, music cabinet, plate-rack, screen, book-case, etc.

In taking the course outlined, the student should learn the following:

With references to **tools**.—(1) To use the rule in measuring and dividing spaces. (2) How and when to use knife and pencil in laying out work. (3) To use dividers or compasses to draw or divide spaces. (4) To use try-square to lay out work and to test work. (5) To use, adjust and sharpen a jack plane and block plane. (6) When and how to use cross-cutting saw, rip saw and back saw, together with a knowledge of the distinguishing characteristics of these saws and the reasons for these differences. (7) To use and sharpen chisels. (8) To use hammer and nail set. (9) To use screw driver and counter-sink for setting screws. (10) To use brace and bit, and also how sizes of bits are designated. (11) How and when to use spoke-shave, file and sandpaper. (12) To use gouge. (13) To name all of the tools used.

With reference to **processes**.—(1) To make, mark and use a working corner. (2) To take proper steps in making a board a given length, width and thickness. (3) To detect direction of grain and use this knowledge. (4) To lay out and bore a hole through a board. How to bore to depths. (5) To plane a surface true. (6) To lay out and make a chamfered corner. (7) To lay out and make a rounded corner. (8) To make a "butt" joint. (9) To lay out and make properly a housed or dado joint. (10) To lay out and make properly a cross-lap joint. (11) To lay out and make properly a "mortise and tenon" joint. (12) To make a glue joint. (13) To lay out and make miter joint. (14) To construct a panel. (15) To apply simple finishes.

## DRAWING.

### Two Units May Be Offered.

The outline below recently adopted by the North Central Association of Colleges and Secondary Schools, indicates the nature of the work which should be included in the two units of Drawing. While the work is not separated here into a first and second year, the more elementary forms of each phase of the subject should be selected for the first year. Approximately one-third the time should be given to representative drawing and two-thirds to decorative designs, construction and applied design.

The outline is as follows:

Pictorial.—Plant Study (flowers, sprays of leaves, seeds, pods, etc.). Object Study—Landscape (roof studies, buildings, etc.). Pose drawing. Composition.

Decorative Composition.—Plant forms, object study, landscape, pose.

Decorative Design.—Plant analysis (for the purpose of design).

Conventionalized plant forms, decorative units, borders, surfaces, corners, rosettes, posters, book covers, etc. Stencils, wood block printing. Historic ornament. Arrangement of straight lines, and of straight and curved lines. Geometric designs. Lettering, illuminating. Schemes for interior decoration.

Constructive Design.—Designs for pottery, leather, metal, book binding, furniture, cardboard construction, textiles, etc.

Crafts—Pottery, leather work, metal work, book binding, furniture. (Choice of one or more of the above crafts.)

Applied Design.—Design applied to the crafts and to cardboard, textiles, etc.

Illustration.

Talks on History and Industry of Art, on Civic Planning, Domestic Architecture, Decoration.

Instrumental drawing to be given as needed to meet the requirements of practical designing and construction.



Note.—Mediums used: Pencil, charcoal, water colors, crayons, brush, India ink, and a combination of pure mediums.

It is desirable to accentuate the life interest in these subjects as well as the technical achievement. Taught from the standpoint of their social interest, these topics may be made of great benefit in the adjustment of the student to the social life. For example, in constructive design the problem of the house could be studied from the viewpoints of convenience, suitability, cost, appearance, etc. Under decorative design, schemes for the interior decoration of one or more rooms in the individual pupil's house (as planned above) could be worked out. This idea might be extended to embrace business houses, factories, etc.

### MECHANICAL DRAWING.

The outline of a unit in Mechanical Drawing is given below. In all pencil drawing with instruments, great care should be taken to make sharp lines with accurate intersections. Do not delay precision till ink is used.

In the first half year, such subjects as the following should be studied:

**Straight lines.**—Use of T-square, triangles, pencil, ruling pen, dividers, and scale; conventional lines; free-hand working sketches.

**Circles.**—Use of compasses; center lines; cross hatching.

**Tangents.**—Location of centers and points of tangency.

**Planes of projection.**—Elementary principles of projection; projections of simple geometric figures.

**Revolution of objects.**—"Views" of objects in simple and inclined positions.

**Developments.**—Prism; cylinder; pyramid; cone.

In the second half year, such as the following should be studied:

**Intersections.**—Axes in the same plane; axes in different planes.

**Isometric and cabinet drawing.**



Freehand and mechanical lettering.—Placing; form; slant; spacing; stroke.

Working drawings.—Furniture.

Working drawings.—Machine parts.

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### BLACKSMITHING.

Two units may be offered.

**First Year.**—The course of exercises begins with welding and forging old tire iron or old horseshoes into a square rod, out of which are made hooks, links, staples, clevises, tongs.

**Second Year.**—Marking and shaping horseshoes, practical horseshoeing, toolmaking, tempering and ornamental work.

The work of horseshoeing includes lectures on the anatomy of hoofs, diseases of the feet; making special shoes to overcome such defects as corns and quarter cracks.

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### MACHINE AND ENGINEERING COURSE.

Two units may be offered.

#### First Year.

Care of shop, name and care of machines and tools, such as various files, straight ball and cross pins, hammers, vice work in chipping and filing, clamping of rough and smooth work, brass and soft metals, various cold chisels and how they are ground; 2-foot rule, 6 and 12-inch steel scale and square; theory class and mechanical drawing.

Clamping work in shaper for straight and angle cutting, laying off work for drill press, speeding drills for wrought iron and steel; stopping work on planer; special study on the slide-valve steam engine and action of steam on piston; the throttling flywheel governor and oiling engine; theory and mechanical drawing.

Correct centering for lathe work; practice in straight, oval and angle turning; making screens and spindles of different kinds; use of diamond, round and parting tool;

grinding and tempering various steels; file and emery cloth in polishing; dividers, outside calipers; theory class and mechanical drawing.

### **Second Year.**

Setting engine and horizontal tubular boilers; hoisting stacks; firing; method of coal spreading and placing wood; care and repair of furnace; feed pumps and injectors; valve grinding, water and steam gauges, columns, traps and separators; theory class and mechanical drawing.

Lathe turning for shrinking fists; Vernier calipers; hoisting and lining shafts; calculating speed of pulleys and belts; inside boring, turning and threading, turning napkin rings, cups, dump-bells and sandle stands; theory class and mechanical drawing.

The student constructs a complete machine as an illustration of the principles involved, and as a test of his knowledge of the principles already studied.

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## **COURSE IN AUTOMOBILE TRAINING.**

One unit is offered.

The object of our Automobile course is to train ambitious young men to become chauffeurs and automobile repair men. We believe that no man should be allowed to drive a car unless he can master it. If one understands thoroughly the principles and mechanism of any car, better results as a driver will be obtained.

### **COURSE OF STUDY.**

#### **First Year.**

Gasoline automobile engine; care of garage; name and care of tools; single and double acting combustion engine; gasoline engine cycle; four and two-cycle principle; operation of a tree-port-two-cycle-engine; arrangement and order of explosion of a four and six-cylinder engine; types of cylinders; cylinders cast separately, in pairs and in block; units; power plant; engine three and four point suspension.

General assembly and classification of the automobile; method of propelling; steering wheel and its accessories; gear shifting and change speed-lever; types and classification of bodies, windshield and tops; wheels, front and rear axle housing; classification of springs and shock absorbers; frame, torison and radius rods.

General construction of crank-case, piston and piston-ringer; crank-shaft and connecting rods; values and value mechanism; cooling system; fans; radiators, forced and thermo-syphon cooling system; freezing point of chemical mixtures.

### **Second Year.**

Automobile carburetor; principles and classifications of the float-feed and compensating- carburetor; combustion; feed and fuel tanks; specific gravity and vaporization of liquids.

Electric Hinton; conductors; non-conductors; resistance and insulators, voltanic vells, magnet and magnetism; classification of batteries; series and parallel-connection; armature; battery; charging.

Spark appliance; spark plug, auxiliary spark gap; timers; distribution; magneto, armature and commutator.

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### **SHOEMAKING.**

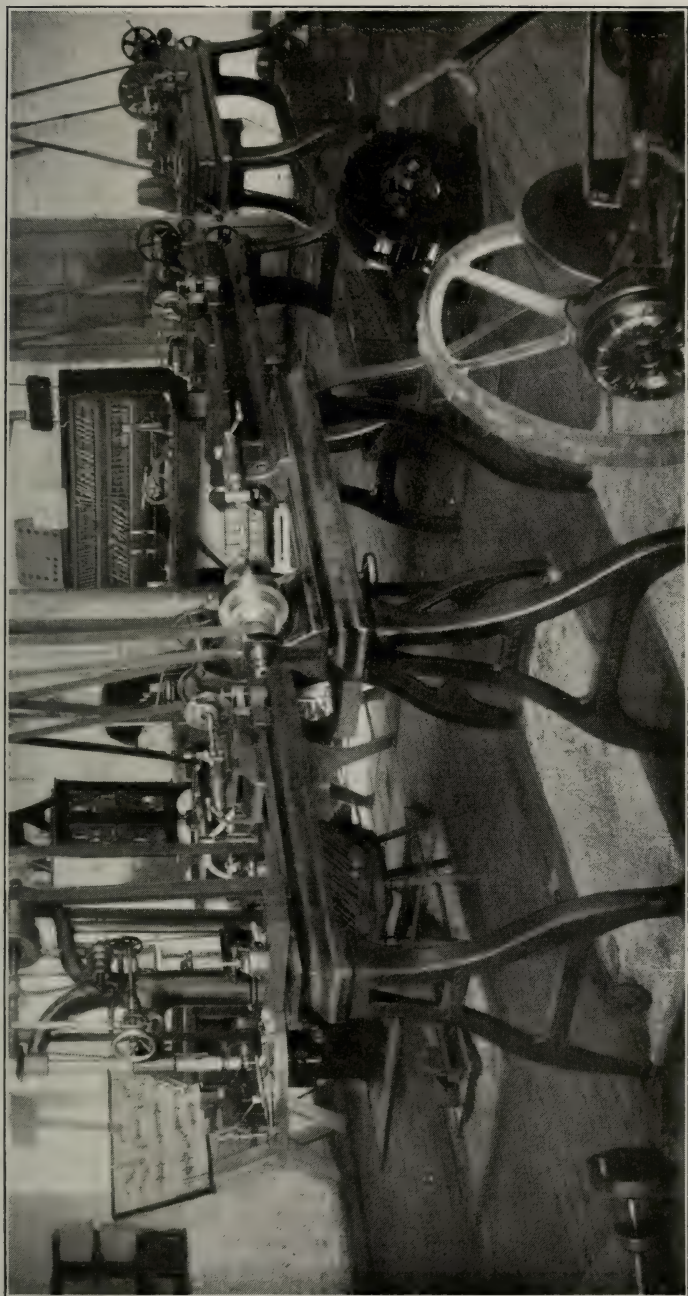
One unit is offered.

The course is mapped out to cover a period of three years, and is intended to give the student through training in making and repairing shoes. Most of the repairing for the school is done in the shop, and many shoes are made. This work gives the student a great amount of practice. Any bright student can finish the course in one or two years.

### **First Year.**

Thread breaking; making ends, making different stitches; care and use of tools; patching.

Preparing leather for use; soling and heeling nailed



MACHINE SHOP







shoes; study of different parts of shoes; invisible patching.

Study of different kinds of leather; half-soling sewed shoes; method of putting together different kinds of shoes; drawing and industrial classes during the year.

### **Second Year.**

Review of first year's work; building heels to suit the wearer; repairing pump shoes.

Cutting leather to the best advantage; bottoming shoes; selecting and grading leather.

Putting uppers together; problems in shoemaking; methods of conducting a shop; drawing and industrial classes during the year.

### **Third Year.**

Making shoes to suit the customer's foot; upper making; shoes for cripples, etc.

Study of shoes of different styles; general repairing; business methods.

Drafting; business methods; general review.

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## **TAILORING.**

One unit may be offered.

The aim of this department is to make practical tailors for positions either as journeymen or as managers of shops. While the course is mapped out for three years, any bright student can finish it in a shorter period. The aim is to advance a student as rapidly as his ability will permit. Upon completion of the prescribed course, certificates are given, and the graduate is recommended as being thoroughly qualified for either of the above positions.

### **First Year.**

Care of the shop; position on board; practice in the use of needle and thimble in basting; backstitching, fell-ing, serging; the size of needles needed for the various stitches.

Buttonholes, first without grimp; French narrow and English broad holes; pocket-tacking with bars and crowfeet; lining-tacking with herringbone, chain stitch-

ing and other fancy stitches; stating various styles of putting on buttons.

Simple work in busheling, including different styles of patches and darning; cleaning and pressing of garments; studies in the chemistry of cleaning; practice on the machine; its regulation and care; theory classes on making trousers; making the pockets and other parts of trousers.

### Second Year.

Overall pants; joining and shaping of trousers; artistic finishing; breeches making; altering garments to produce any desired effect.

Vest pockets; edge stay fitting, collar and lapel padding; plain vest sewing.

Fancy vests with and without collars, single and double-breasted; making coat pockets, canvasses and sleeves.

### Third Year.

Making single and double-breasted sack coats to try on, and fitting same; taking measures and drafting trousers.

Frock coats; waistcoat drafting; the various styles of collars and fronts for overcoats.

1. This term is given mainly to theory class on shop management and economy; drafting and fitting of ill-formed figures; economy in cutting; study of materials, trade talks.

The following are ribbons won by the Lincoln Institute Exhibit at the State Fair in Sedalia, 1916:

Tailoring—2 Blue, 1 Red, 1 White.

Shoemaking—1 Blue.

Blacksmithing—1 Red.

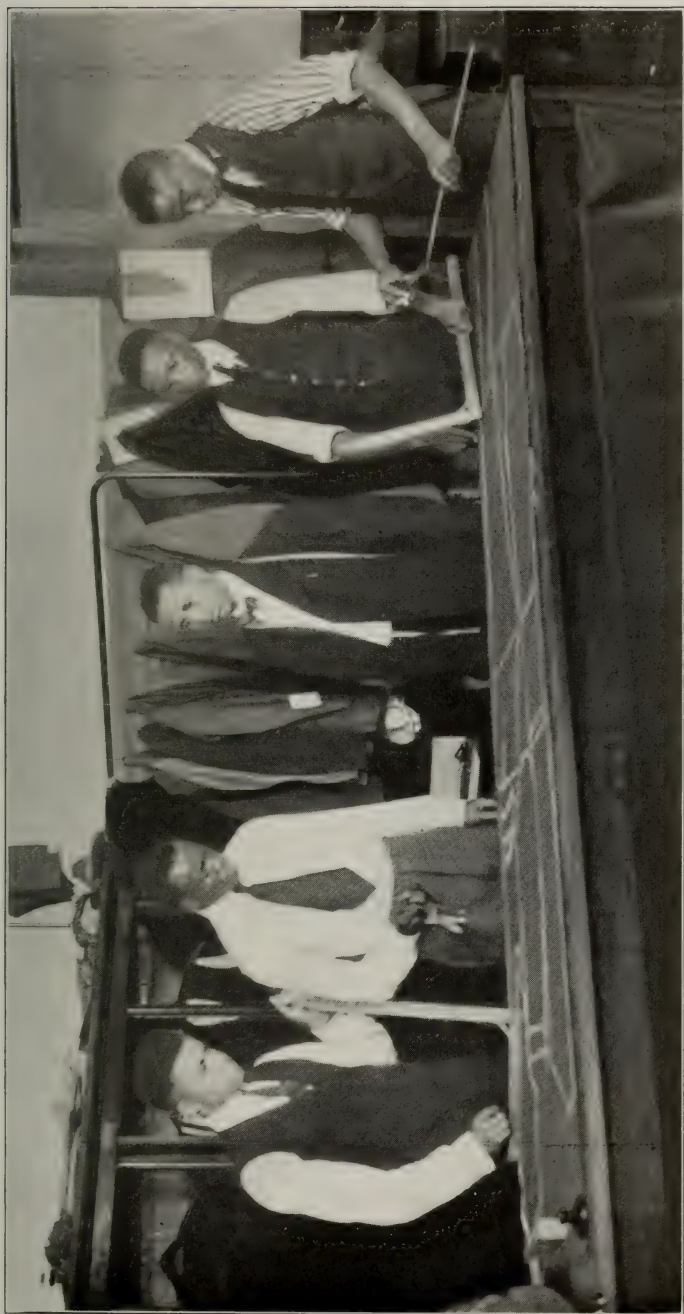
Carpentry—1 Blue, 1 Red.

Machinery—1 Blue.

Woodturning—1 Blue.

Plain Sewing—1 Blue.

Dressmaking—1 Red, 1 White.



A CORNER IN THE TAILORING DEPARTMENT.



The Lincoln Institute Bulletin is published semi-monthly during the scholastic year in the interest of the school. Graduates and friends who would keep up with the student and faculty life and activities would do well to subscribe for it. Cost is only 50 cents per school year.

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### SCHOOL OF AGRICULTURE.

Two units may be offered in normal or college work.

The objects of this department is to train farmers for the State and to train teachers of agriculture for the colored public schools of Missouri. Every effort will be made to encourage the boys and girls to go to the farm to earn an independent living. The school owns 60 acres of good farm land.

Those who complete the two years course will get a certificate of proficiency. Those who complete a four years course will get the degree of B. S. in Agriculture.

#### FIRST YEAR.

The work should consist of two parts, (1) Individual laboratory and field work, and (2) Recitations based upon the laboratory work, the text-book assigned readings. Three periods a week should be given to the recitation and not less than three eighty-minute periods a week to laboratory and field work. As a rule, the laboratory and field work should precede rather than follow the recitation. It is not essential that the topics be studied in the order given below or in the order given in any text-book. A seasonal arrangement is strongly recommended. The work in animal husbandry should include a careful study of the principal types and breeds of the more common farm animals. Emphasis should be placed upon the study of horses, cattle, swine and poultry. There should be practice in stock judging, with the use of the score cards.

No special list of experiments is required. The teacher should secure from the standard laboratory manuals a list of at least sixty experiments. These experiments are to be in addition to any experiments or demonstrations given by the teacher. Practically every topic



in the outline given below may be made the basis of a profitable laboratory or field exercise. The outline is as follows:

**Farm and Garden Crops.**—(1) Plant propagation: seeds, buds. (2) Cereal crops: corn; wheat; oats; rye; barley. (3) The legumes: the clovers; cowpeas; soy beans; alfalfa; vetch. (4) Grass crops: timothy; blue grass; red top; orchard grass, millet. (5) Orchard crops: apples; peaches; pears; plums; cherries; nuts. (6) Small fruits: strawberries; grapes; blackberries; raspberries; currants; gooseberries. (7) Kitchen garden crops: potatoes; sweet potatoes; tomatoes; melons; cabbage; cucumbers; radishes; lettuce; beans; peas; onions. (8) Fibrous and miscellaneous crops: cotton; flax; hemp; broom corn; castor beans; sorghum. (9) The wood lot; timber crop. (10) Insect enemies of farm crops.

**Soils.**—(1) Origin and formation. (2) Composition and classification. (3) Soil water. (4) Soil air. (5) Soil temperature. (6) Soil drainage. (7) Soil organisms. (8) Meaning and method of testing the soil.

**Animal Husbandry.**—(1) The horse: origin and brief history; the two principal types, including the speed type and the draft type; breeds, including draft breeds (Percheron, Clydesdale and English Shire), roadsters (American Hackney, French coach); care of horses. (2) Cattle: origin and brief history; the two principal types (dairy cattle, beef cattle); breeds, including beef breeds (Shorthorn, Hereford, Polled Hereford, Aberdeen Angus, Polled Durham, Galloway), dairy cattle (Holstein, Friesian, Jersey, Guernsey, Ayrshire, Dutch Belted, Brown Swiss), dual purpose breeds (Shorthorn, Devon, Red Polled); cattle products, including meat, milk, leather, glue, etc. (3) Sheep: the two types, including wool-producing and mutton producing; principal breeds, including wool-producing (American Merino, Delaine, Rambouillet), mutton producing (Shropshire, Southdown, Cotswold); care of sheep. (4) Swine: the principal breeds, including Poland China, Berkshire, Duroc-Jersey, Chester White, Hampshire, Tamsworth, Large Yorkshire; care of swine; diseases of

swine and how to control or prevent them, especially cholera and tuberculosis. (5) Poultry. (6) Chickens: the four principal types, including meat type, egg type, general purpose type, ornamental type; breeds, including meat type or Asiatic class (Braham, Cochin, Langshan); egg types or Mediterranean class (Leghorns, Minorcas, Black Spanish); general purpose or American type (Plymouth Rock, Wyandotte, Rhode Island Red); care of poultry, including feeding chickens, the incubator, the chicken house; poultry and poultry products, importance, value and use.

**Farm Management.**—(1) Choice of farm. (2) Farm sanitation. (3) Farm buildings. (4) Farm machinery. (5) Maintenance of soil fertility.

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## SCHOOL OF PHYSICAL SCIENCE.

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### PHYSICAL GEOGRAPHY.

One unit may be offered.

The following outline includes only the more essential facts and principles of a unit course:

**Mathematical Geography.**—(1) Review of subject as presented in grammar school geography, including construction of diagrams to show inclination of the earth's axis to the plane of its orbit, perihelion and aphelion, position of equinox and solstice; measurement of sun's altitude by means of sun board; determination of latitude by measuring altitude of pole star. (2) The earth considered as a planet: rotation, proofs, results; revolution, proofs, results; magnetism, compass, poles, variation.

**The Atmosphere.**—Composition, extent and offices of the atmosphere. (2) Temperature: source of temperature; variation of temperature; isotherms; isothermal charts of the world for January and July. (3) Pressure: measurements of pressure; relation of pressure to temperature; study of isobars on United States weather map; distribution of pressure; relation of isobars to isotherms. (4) Atmospheric moisture.

**PHYSICS.**

Two units may be offered

**FIRST YEAR.**

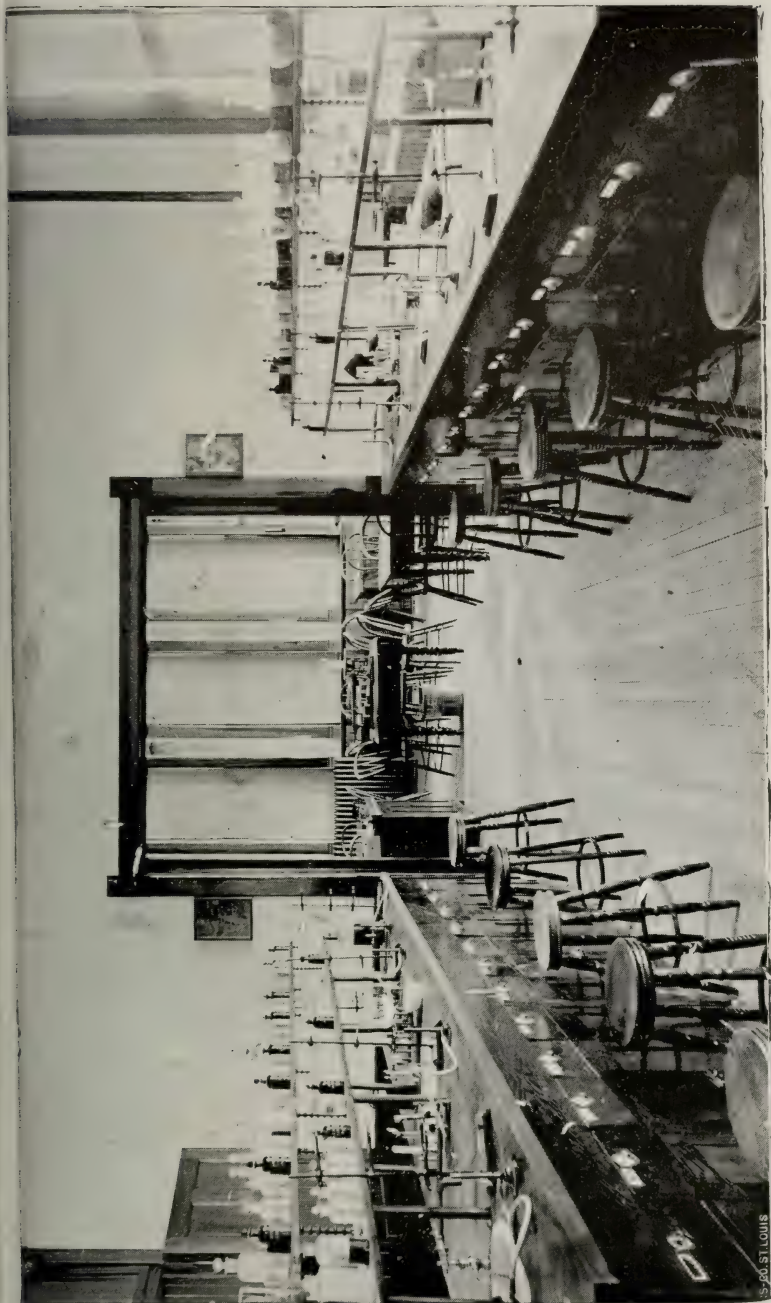
The work of physics consists of three closely related parts; namely, class work, lecture-demonstration work, and laboratory work.

The class work includes the study of at least one standard text. It should aim to build up in the student's mind clear concepts of physical terms and quantities, and an intuitive appreciation of the general principles which make up the syllabus given below. The students should be trained in the use of those principles in the solution of simple, practical, concrete numerical problems.

In the laboratory, the student should perform at least thirty individual experiments, and should keep a careful record of them. At least twenty of these should involve numerical work and the determination of such quantitative relations as may be expressed in whole numbers. Such quantitative work should aim to foster the habit of thinking quantitatively, but should not attempt to verify laws with minute accuracy nor to determine known physical constants with elaborate apparatus. It is advisable to use a laboratory manual separate from the textbook.

The teacher is not required to follow the order of topics in the syllabus. The list is not intended to include all the material for the year's work. It is made short, in order that each teacher may be free to supplement it in a way that fits his individual environment. It includes those topics which all agree are essential and which are capable of comprehension by boys and girls of high school age.

The notebook should be a concise record of what the pupil has done. The data should be so tabulated that any one familiar with the subject, or the student himself some months later, will be able to understand just what was done. It should be neat, clear and accurate, but the



CHEMICAL LABORATORY.







notebook is not the object of the course and too much time should not be put on it.

Text: Millikan & Gale.

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## CHEMISTRY.

Two units may be offered.

### FIRST YEAR.

The first year should include the work as outlined in a textbook of high school grade. It should consist of two closely related parts; namely, recitations including demonstrations by the teacher, and laboratory work.

Each pupil should be provided with an outfit of apparatus for the laboratory exercises, which should be largely carried out by the pupils working independently. A limited number of experiments, however, may be conducted by two pupils working together. Each pupil should record in a notebook what he observes, and should do so at the time the observations are made. The interpretation of observed results and calculations may be recorded in the notebook later, if the teacher so prefers.

As chemistry is an art as well as science, stress should be laid on handling and setting up apparatus in a neat and orderly manner. In the use of reagents, thought should be given to proportions, and the wasting of materials should be prevented. In experimentation, careful planning and skill of the hand should be emphasized. In this way the laboratory work becomes an interacting process of doing and thinking. The students, for example, should know why an apparatus should be air tight and how to make it air tight; why gases are washed and dried, and how this operation must be done.

The text and reference books, as a rule, furnish an adequate and systematic account of the chemical changes selected for study, but the equally important feature of the course, the art of chemistry, is imparted directly by the teacher.

In both laboratory and class work, the materials chosen for the study should be restricted to a relatively

small number of elements and their chief compounds. Interest in the work may be increased by applications of the facts and generalizations of the text to familiar phenomena in daily life. Visits should be made to the gas works, ice plant, limekiln, and other chemical industries in the locality. The more important discoveries of chemistry should become associated with great masters of the science by anecdote, personal characteristics, or contemporary events. Text: Bradbury.

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### ZOOLOGY.

Two units may be offered.

#### FIRST YEAR.

A high school course in Zoology should have three objects: (1) To acquaint the student with the common animals of his own neighborhood, with the adaptations which these animals show to their environment, and with their habits and economic importance. (2) To afford training in critical methods of making and recording observations both by drawing and by writing both in laboratory and in the field. (3) To teach enough of the interpretation of the observed facts that the students may understand the current methods on interpretation from the morphological, physiological and ecological standpoints.

The study of each form should include a consideration of the following: (1) Habitat; (2) Geographical distribution; (3) Food; (4) Adaptations to environments, including relations to other forms of animal and plant life; (5) General activities; (6) Economic relations; (7) Life history, and (8) Structure.

The following series of forms for study is suggested: (1) Protozoa (Amoeba, and Paramoecium or Vorticella); (2) Hydra; (3) Starfish; (4) Earthworm; (5) Crawfish; (6) Grasshopper and other insects in comparison; (7) Fresh-water Mussel or Snail; (8) Frog with metamorphosis; (9) A Bird, the Pigeon; (10) A Fish; (11) An Animal, the Cat, or Rabbit.

**BOTANY.**

Two units may be offered.

**FIRST YEAR.**

The work should deal, for the most part, with the seed plants, and should consist of recitations, laboratory work and field studies. While the study of structure is essential, yet most emphasis should be placed on the activities of plants. The studies with lower plants should deal almost entirely with gross structures, life habits and economic importance.

The outline is not intended as an essential arrangement, for the latter is best determined by convenience. Any arrangement, however, should enlist the interest of the student in the living plant—the plant in action—and laboratory studies should be made to bear this out. It is better, also, to omit some of the topics suggested than to treat them inadequately. The teacher must determine the apportionment of time, and bring out the connection of the topics.

The following topics are suggested:

**General Studies with Seed Plants.**—(1) The parts of a mature plant—roots, stem, leaves, flower. (2) The functions of roots and their modifications. (3) The functions of stems and their modifications. (4) Buds. (5) Leaves and their work. (6) Flowers, parts, functions, adaptations for pollination. (7) Fruits, kinds, adaptations for dispersal, value to man.

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**PHYSIOLOGY.**

One unit may be offered.

Physiology should be preceded by a course in general biology, or by a course either in zoology or in botany. At least two double periods a week should be given to laboratory demonstrations by the instructor and to dissections and physiology experiments performed by the student, always under careful supervision. In the high school physiology course, a certain amount of time should be given to the anatomical study of structures which are to

be used later for physiological experiments and demonstration; but the structures should be studied primarily for the sake of a better understanding of the functions. Careful notes and drawings of the structures dissected should be preserved for use as guides later in making physiological preparations. The laboratory experiments performed on the living organs and tissues should include tests to show the characteristics of muscular contraction, nerve irritability, blood pressure, the heartheat, the pulse the capillary circulation, etc. Note book should be kept in connection with all the physiological demonstrations. It is recommended that the elementary phases of physiological chemistry be presented in the subject of digestion, secretion, blood clotting, and the composition of one or two tissues. The original laboratory notes taken at the time of the experiment should be preserved. See courses in biology and zoology. Text: Walters.

### BIOLOGY.

One unit may be offered.

This course should be designed to present a general survey of biological science, including the life processes, the adaptations as well as the structure of organisms, treated from the standpoint of their general relations. General biology is the study of the fundamental properties of living things, as illustrated by a carefully selected series of both animal and plant forms.

The laboratory work, guided by suitable directions, should precede textbook work on any subject, and the pupil should be required to make careful drawings and notes on all observations. Accurate observations and records of the normal activities of living animals and plants should be made whenever practicable, both in the laboratory and in the field. Simple experiments upon the behavior of animals are very valuable, and should be made if possible.

The following series of forms for study is suggested: (1) Amoeba; (2) paramoecium or vorticella; (3) haemato-coccus; (4) yeast plant; (5) spirogyra; (6) hydra; (7) mucor or penicillium; (8) earthworm; (9) crawfish; (10) grasshopper; (11) fern; (12) fresh-water mussel; (13)



seeds and seedlings; (14) flowering plants; (15) frog, with metamorphosis. The last two or three months may be devoted to human physiology. Use a good standard text.

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## SCHOOL OF ENGLISH LANGUAGE AND LITERATURE.

Four units may be offered.

The english course has two closely related aims:

1. The command of clear, concise, forcible expression—oral and written.
2. An intelligent interpretation and appreciation of the best in literature.

The first of these aims requires instruction not only in rhetoric, but also in grammar and composition. Students enter high school without an adequate knowledge of grammar and find themselves at a disadvantage in grasping the meaning of involved sentences, and in expressing thought without ambiguity. Continued, specific, and systematic instruction in grammar is essential. The working principles should be thoroughly fixed by constant application in composition. There should be continued drill for correction of the common errors of speech. The student should see clearly that all rules, definitions, and classifications grow out of the function of words in expressing thought. Practice in composition, oral as well as written, should extend throughout the high school course. Subjects for this work may be taken from personal experience, general knowledge, studies other than English, and from the reading in literature, and should include narration, description, exposition, and argument. It is of vital importance that the subject be of interest to the student writing upon it. Set exercises should be required every week for the first three years and a carefully prepared paper at least once a month in the fourth year. Each student should be taught to criticise his own work and to correct his own errors. Due proportion of the class time should be devoted to the discussion of these exercises and to the explanation of the simpler rules for good writing.



The exercise should then be written with correction of errors. Instructions in grammar and composition should be accompanied by concerted effort of teachers in all departments to cultivate in the student the habit of using good English.

The second aim requires the study of literature itself in the selected works of representative authors. Two lists of books headed, respectively, for study and practice and for outside reading are suggested, from which may be made a progressive course in literature covering the four years. The first list is intended for intensive study in class. It should be used to illustrate the principles and forms of composition, as well as read for intelligent interest and appreciation. The second list is for collateral reading and should afford the student a pleasurable acquaintance with literature which cannot be taken in class, and encourage him to continue such reading voluntarily. The more nearly this can be made a pleasurable exercise the more nearly will it fulfill its purpose. It is not necessary to have each member of a class read the same four books in any year. The books should be selected with reference to the ability and past reading of the individual student. A careful record of each student's reading should be filed each year with the permanent records of the school. Reports on outside reading should not degenerate into re-telling of the story. Many successful teachers furnish an outline for criticism and limit the length of these reports. If students report orally and individually report may be given in fifteen minutes.

In connection with both lists, the student should be trained in reading aloud and be required to commit some of the more notable passages in both prose and verse. As an aid to literary appreciation, he should acquaint himself with the more important facts in the lives of the authors whose works he reads.

The Department of English has no desire to disparage the value of the established classics. The lists suggested include the readings recommended by the National Conference on Uniform College Entrance Require-

ments in English. However, there is merit in later literature, and in making up the list of classics, especially for outside reading, the aim has been to select some of the current or recent literature that has a strong appeal to boys and girls of high school age.

With the above points in view the following course is suggested:

Note I.—The rhetoric should be completed in the second year of a two or three-year high school course. The amount of reading may be proportionately reduced.

Note II.—In a three-year high school course, the rhetoric having been completed in the second year, history of English literature should receive its proportion (one-fifth) of the time in the third year.

Note III.—Figures following the different subjects indicate the proportion of time to be given each subject. They do not mean that in each week so many days are to be given to grammar, so many days to composition, and so many to literature. It is perhaps better to give consecutive class periods to one subject until a definite portion is mastered, and then proceed similarly with another.

### FIRST YEAR.

#### **Grammar (2-5) and Composition (1-5) :**

Grammar should be thoroughly mastered. Composition both oral and written—at least one short narrative theme a week on subjects of interest, and frequent exercise in oral composition. Written work should be carefully criticised and re-written. Special attention to spelling, punctuation, and letter writing. Text: Practical English for High Schools—Lewis and Hasic.

#### **Literature (2-5) :**

For Study and Practice (select four) :

Arnold, Sohrab and Rustum.

Hawthorne, Tales of the White Hills.

Irving, Sketch Book (selections).

Longfellow, Tales of a Wayside Inn.

Lowell, The Vision of Sir Launfal.

Poe, the Gold Bug.

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Scott, *The Lady of the Lake*.

Stevenson, *Treasure Island*.

For Outside Reading (select four):

Bible, *Old Testament Stories*.

Cooper, *The Last of the Mohicans*.

Dickens, *The Tale of Two Cities*.

Kipling, *Kim*.

Mark Twain, *Huckleberry Finn*.

Poe, *Selected Tales*.

Rice, Mrs. *Wiggs of the Cabbage Patch*.

Stevenson, *Kidnapped*.

Wiggins, *Rebecca of Sunnybrook Farm*.

## SECOND YEAR.

### Composition and Rhetoric ( $\frac{1}{2}$ ):

The principles of rhetoric should be thoroughly mastered in the second and third years. Use half of some good text during this year. Principles should be developed and illustrated from composition and literature. The literature will afford abundant material for teaching viewpoint and plan in description; also setting, plot, and the development and delineation of character in narration.

### Literature ( $\frac{1}{2}$ ):

For Study and Practice (select four):

Coleridge, *The Ancient Mariner*.

Goldsmith, *The Deserted Village*.

Palgrave, *Golden Treasury* III and IV.

Scott, *Ivanhoe*.

Shakespeare, *The Merchant of Venice*.

Tennyson, *Gareth and Lynette*, and the simpler idylls.

Thoreau, *The Succession of Forest Trees*.

Webster, *The First Bunker Hill Oration*, and other addresses.

For Outside Reading (select four):

Bible, *Esther*, *Ruth*.

Blackmore, *Lorna Doone*.

Bunyan, *Pilgrims' Progress*.

Dickens, *David Copperfield*.



THE STUDY HALL.





Hale, The Man Without a Country.  
Kipling, Captains Courageous.  
Mark Twain, Prince and Pauper.  
Scott, Kenilworth.  
Warner, Being a Boy.

### THIRD YEAR.

#### **Composition and Rhetoric (2-5):**

Principles of rhetoric should be completed; and considerable ability acquired in analysis, in outlining, and in organization of complex material. A weekly theme is desirable, but a bi-weekly theme corrected and discussed is better than a weekly theme that the teacher does not read. Every student should be required to write and memorize for public delivery a debate and a short oration.

#### **Literature (3-5):**

For Study and Practice (select five):

Addison, The Sir Roger DeCoverly Papers.  
Browning, The Pied Piper, and Shorter Poems.  
Eliot, Silas Marner.  
Emerson, Essays.  
Lincoln, Selections from Speeches and Letters.  
Macaulay, Life of Johnson.  
Palgrave, Golden Treasury II.  
Shakespeare, Julius Caesar.  
Stevenson, Travels with a Donkey.

For Outside Reading (select four):

Bible, Genesis, Joshua, Judges.  
Dana, Two Years Before the Mast.  
Goldsmith, The Vicar of Wakefield.  
Hawthorne, The House of Seven Gables.  
Hughes, Tom Brown's School Days.  
Scott, Quentin Durward.  
Seton, The Trail of the Sandhill Stag.  
Shakespeare, A. Midsummer Night's Dream.  
Stevenson, Dr. Jekyll and Mr. Hyde.

### FOURTH YEAR.

#### **Composition (1-5):**

Interest in composition should be sustained. The class should be held strictly responsible for the principles

of grammar necessary for proper interpretation of the literature, and for the correct use of good English. Argumentation should include briefing, the clear statement of a question, the development of proof, summaries of proof, etc. Every possible opportunity should be given for original papers to be read and to be delivered from memory.

### **History of Literature (1-5):**

Use some good text on the history of English literature, to be given a general view of the subject. The text should be concise and brief so that most of the time may be devoted to the literature itself.

### **Literature (3-5):**

For Study and Practice (select five):

Burke, Speech on Conciliation.

Carlyle, Essay on Burns.

DeQuincey, English Mail Coach.

Milton, L'Allegro and Il Penroso.

Palgrave, Golden Treasury I.

Ruskin, Sesame and Lilies.

Shakespeare, Macbeth.

Tennyson, The Idylls of the King.

Washington, Farewell Address.

For Outside Reading (select four):

Austen, Pride and Prejudice.

Eggleston, The Hoosier Schoolmaster.

Eliot, Romola.

Holmes, The Autocrat of the Breakfast Table.

Kingsley, Westward Ho!

Parkman, The Oregon Trail.

Shakespeare, As You Like It.

Wright, The Shepherd of the Hills.

Van Dyke, The Blue Flower.

For library equipment, see pages 81-87.

### **College Entrance Requirements in English.**

Below is appended the list of College Entrance Requirements in English for 1915-1919. Should more masterpieces either for critical study or for outside reading be needed, they should be chosen from the list. Moreover,

the teacher should feel free to substitute pieces from this list for those in the outline above. The piece substituted should be of equal rank and of similar literary qualities.

#### FOR READING.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation. The Old Testament, comprising at least the chief narrative episode in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XII, XIV, XV, XVII, XXI; Virgil's Aeneid. The Odyssey, Iliad, and Aeneid should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespear. *Midsummer-Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, and *Coriolanus*; and, if not chosen for study *Julius Caesar*, *Macbeth*, and *Hamlet*.

Group III. Prose Fiction. Malory: *Morte d' Arthur* (about 100 pages). Bunyan: *Pilgrim's Progress*, Part I. Swift: *Gulliver's Travels* (voyages to Lillipt and to Brobdingnag.) Defoe: *Robinson Crusoe*, Part I. Goldsmith: *Vicar of Wakefield*. Frances Burney: *Evelina*. Scott's novels: any one. Jane Austen's novels: any one. Marie Edgeworth: *Castle Rackrent*, or *The Absentee*. Dicken's novels: any one. Thackeray's novels: any one.

George Eliot's novels: any one. Mrs. Gaskell: *Cranford*. Kingsley: *Westward Ho! or Horeward, the Wake Read: The Cloister and the Hearth*. Blackmore: *Lorna Doone*. Hughes: *Tom Brown's Schooldays*. Stevenson: *Treasure Island, or Kidnapped, or Master of Ballantrae*. Cooper's novels: any one. Poe: selected tales. Hawthorne: *The House of Seven Gables, or Twice Told Tales, or Mosses from an Old Manse*. A collection of short stories by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers, or selections from the Tatler and Spectator* (about 200 pages). Boswell: selections from the life of Johnson (about 200 pages). Franklin: *Autobiography*. Irving: selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*. Southey: *Life of Nelson*. Lamb: selections from the *Essays of Elia* (about 100 pages). Lockhart: selections from the *Life of Scott* (about 200 pages). Macaulay: any one of the following essays—*Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay*. Trevelyan: selections from the *Life of Macaulay* (about 200 pages). Ruskin: *Sesame and Lilies, or selections* (about 150 pages). Dana: *Two Years Before the Mast*. Lincoln: selections, including at least the two Inaugurals, the *Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley*; together with a brief memoir or estimate of Lincoln. Parkman: *The Oregon Trail*. Thoreau: *Walden*. Lowell: selected essays (about 150 pages). Holmes: *The Autocrat of the Breakfast Table*. Stevenson: *An Inland Voyage and Travels with a Donkey*. Huxley: *Autobiography and selections from Lay Sermons, including the address on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*. A collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson and later writers. A collection of letters by various standard writers.

Group V. Poetry. Palgrave's *Golden Treasury (First Series)*: Books II and III, with special attention



to Dryden, Collins, Gray, Cowper, and Burns. Palgrave's Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for class study). Goldsmith: The Traveller and The Deserted Village. Pope: The Rape of the Lock. A collection of English and Scottish ballads, as, for example, some Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Graham, Sir Patrick Spens, and a selection from later ballads. Coleridge: The Ancient Mariner, Christabel, and Kubla Khan. Byron: Childe Harold, Canton III or IV, and The Prisoner of Chillon. Scott: The Lady of the Lake, or Marmon. Macaulay: The Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivy. Tennyson: The Princess, or Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Piper, De Gustibus—, Instans Tyrannus. Arnold: Sohrab and Rustum, and The Forsaken Merman. Selections from American poetry, with attention to Poe, Lowell, Longfellow, and Whittier.

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## DEPARTMENT OF ANCIENT LANGUAGES.

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### LATIN.

Four units may be offered.

Each year of Latin should be taught so that the student receives the maximum of value for the time spent upon it. While each year may be preparation for the next, it should be made worth while for those who pursue the subject no further. Attention should be given to correct pronunciation, reading aloud with proper expression, translation of Latin into idiomatic English, writing Latin and translating English into Latin. Derivation of English words, comparison of English syntax and word-order with



Latin, and the teaching of English grammar, when necessary, should be a central aim of the work in Latin.

#### FIRST YEAR.

The first year should be spent in thoroughly mastering the elements of the language as given by a good book for beginners. From the first the student's knowledge of English should be consciously made to assist him in fixing an ample working vocabulary, and the Latin words acquired should function in better English understanding an expression. Drill in forms should be thorough.

#### SECOND YEAR.

Four books of Caesar's Gallic War should be read, and one lesson a week devoted to composition. The reading should be accompanied by a systematic review of grammatical forms and by a study of the leading principles of syntax. A composition book should be used in which rules are taught by means of sentences based upon the text. In the writing of Latin all long vowels should be marked. Sight reading should be a part of each week's work. The geography of the wars, and Roman military, civil, and social conditions and customs should be given a large share of attention.

#### THIRD YEAR.

Four of Cicero's orations against Catiline, the oration for the Manilian Law and the oration for the Poet Archias are usually read. Instead an equivalent may be read in Sallust's Catiline. The grammar and composition of the preceding year should be continued, and Roman political and social conditions studied.

#### FOURTH YEAR.

A thousand lines of Ovid's *Metamorphoses* followed by four or five books of Vergil's *Æneid*, including the sixth book, are usually read. If only four are read, about eight hundred lines from the *Eclogues* or *Georgics* should be read. If desired, the whole year may be devoted to reading six books of the *Æneid*. The technique of the Latin hexameter should be taught and its rhythm should be felt as quantitative and not merely translated into an



NORMAL PRACTICE SCHOOL.



accentual rhythm. Greek and Roman mythology should be studied in connection with this year's work.

### GREEK.

#### FIRST YEAR.

Introductory lessons, including twenty or thirty pages of Xenophon's *Anabasis*, practice in reading at sight and in writing in Greek, and the beginning of systematic study of grammar.

#### SECOND YEAR.

Seventy-five or one hundred pages of the *Anabasis*, either alone or with Attic Prose; practice in reading at sight, and systematic study of grammar, thorough grammatical review and practice in writing Greek, both based on the study of Books I and II of the *Anabasis*.

#### THIRD YEAR.

Attic prose: e. g., Lysias' Orations, or Plato's *Apology* and *Krito*, or Xenophon's *Memorabilia*, with practice in writing Greek, in grammar, and in reading at sight. (2) Homer (2,500 to 4,000); e. g., *Odyssey*, Books I-V, or *Iliad*, Books I-III (omitting 11, 499-end), and VI-VIII.

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## DEPARTMENT OF MODERN LANGUAGES.

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### FRENCH.

Three units may be offered.

#### FIRST YEAR.

The work of the first year should aim to give the student: (a) accurate pronunciation; (b) knowledge of the rudiments of the grammar; (c) ability to translate simple sentences into French and to express in idiomatic French simple ideas; (d) ability to understand simple ideas expressed orally in French; (e) vocabulary and knowledge of construction sufficient to enable him to read ordinary French with considerable ease.

Drill in pronunciation should begin with the first meeting of the class and continue until the last. As a part of such drill frequent dictations are indispensable.

The grammatical work should include the regular and the more common irregular verbs, the inflection of

nouns, adjectives, participles, and pronouns, the use of pronouns, adverbs, prepositions, and conjunctions, sentence-order, and the elements of syntax.

A minimum of 150 pages should be read. A number of readers present a sufficient variety of graded material, and some of the easier of the texts mentioned below for the second year could be used profitably. There should be constant practice in translating into French easy variations of the texts read, and this, in conjunction with the English sentences given in the grammar, will insure an abundance of drill in this respect. Text—Fraser and Squairs.

### SECOND YEAR.

The work of this year should include the reading of a minimum of 350 pages of modern prose, including a number of short dramatic works, with constant practice in retranslation of variations of the texts read. Drill in pronunciation and the writing of French from dictation should be continued. The grammar work should include a careful review, with drill upon all irregular verbs that are not very rare, the uses of the subjunctive, and a more detailed study of syntax. There should be constant practice in construction of sentences. Students should be required to give either orally or in writing abstracts of portions of the text read. Any of the following texts, recommended by the Committee of Twelve of the Moderns Language Association of America, are suitable for the second year: About's *Le Roi des Montagnes*; Bruno's *Le Tour de la France*; Daudet's *Easier short tales*; La Bedollier's *Mere Michel et Son Chat*; Erckmann—Chatrian's stories; Foa's *Contes Biographiques* and *Le Petit Robinson de Paris*; Foncin's *Le Pays de France*; Labiche and Martin's *La Poudre aux Yeux* and *Le Voyage de M. Perrichon*; Legouve and Labiche's *La Cigale chez les Fourmis*; Malot's *Sans Famille*; Mariet's —————



**SPANISH.**

Two units are offered.

**FIRST YEAR.**

The instruction should above all be practical. Drill in variety should be the method, and thoroughness, the object. Students, on finishing this course, should be able to read easy texts like Hill's Spanish Tales for Beginners, Valera's *El Pajaro Verde*, and Carrion and Vital Aza's *Zaragueta*. About 150 pages of connected prose should be read. Exercises in the memorizing of vocabulary should be given frequently. A small portion of each period should be devoted to pronunciation and dictation. The conversational method should be employed as soon as possible and gradually enlarge in its application. For this purpose, a rather limited every-day vocabulary dealing with objects of common use, and Spanish and Latin-American life and customs should be compiled and put into practice, preferably in the form of short, rapid questions and answers.

**SECOND YEAR.**

A rapid review of the grammar, along with the writing of all composition work, should be made. The classroom work should be carried on as largely as possible in Spanish. The reading of about 350 pages of modern prose, such as that of Galdos' *Mariarela*, Valera's *El Comendador Mendoza*, Moratin's *El Si de las Ninas*, is required. Some attention should be paid to literary qualities. A good composition book should be used both for composition and conversation. Text, Gardner.

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**SCHOOL OF HISTORY AND ECONOMICS.**

Four units may be offered.

This course of study consists of a full year's work. five periods a week of forty minutes each, in each of the four fields of history—Ancient, Medieval and Modern, English, and American. In order to develop in the pupils the sense of historical unity and growth, the course of study should be planned as to have one period or field succeed another in natural sequence. Accordingly, the

course begins with a year's work in Ancient History and this is followed by a second year devoted to Medieval and Modern History. The third year is devoted to English History, and the fourth to American History and Civil Government. English History may be given in the second year and Medieval and Modern in the third year, without seriously affecting the continuity or value of the instruction. A reason for such transportation may be found in the relative difficulty of the two courses, both from the teacher's and pupil's standpoints.

For a three years' course of study, Ancient History is followed in the second year by Medieval and Modern History, with attention to English History as a part of the field, or by English History, with attention given to continental European history, and in the third and fourth year American History, or Ancient History and Civil Government should be studied.

The following brief statements in regard to the several units will serve to indicate the scope of the course and the type of text-books acceptable to our college course:

(1) **Ancient History.** One unit. The completion of a careful and thorough course of study extending over the entire school year in Oriental Greek, and Roman History. Text, West.

(2) **Medieval and Modern History.** One unit. A year's study of the history of the European nations and their development and institutions from the period of the Germanic invasion to the close of the nineteenth century. Text, Harding; Schwill.

(3) **English History.** One unit. A thorough study of English political, governmental, economic and social history extending through one full school year. Text, Montgomery.

(4) **American History.** One unit. This course should embrace a year of advanced work in American political, social and institutional history, with special reference to the period since 1763. Texts: Thwaites, Hart, Woodrow Wilson.

**CIVIL GOVERNMENT.**

One-half unit may be offered.

**Course of Study.** Systematic instruction in Civil Government is postponed to the last year of the course of the secondary school. There is a distinct advantage in this plan. If given in the earlier years the work would be largely a review of what had been done in the last year of the elementary school. Still more important is the consideration that the senior in the secondary school is a much better subject for such instruction than are pupils in the first and second years. He will be much more appreciative of the spirit and content of the course. History is so essential to good results in the teaching of government that credit will not be given for work in Civil Government unless it is preceded by at least one-half year's work in American History. Text, Fiske.

**ECONOMICS.**

One-half unit may be offered.

The course in economics should not be given earlier than the last year in the high school. The subject-matter should include the leading facts and principles of economics, such as division of labor, the factors of production, the laws of diminishing returns, demand and supply, value and price, wages, interest, rent and profit, credit, taxation, regulation of monopolies, and international trade.

An extended use should be made of newspapers and magazines. The aim of the instructor should be to vitalize this course and make it of practical interest and value to the student. A good text will serve as a basis for the work, but should be supplemented with discussion and practical exercises. Written exercises are desirable. Text, Burch and Nearing; Ely.

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**SOCIOLOGY.**

One-half unit may be offered.

Good citizenship should be the aim of a course in sociology. More intelligent understanding of civic and social problems should result from a well-guided study of

such topics as growth of population, immigration, city problems, housing and homes, community health, poverty and care of the poor, crime and reform, and the Negro problem. A half unit of sociology is suggested as a means of introducing more matter of vital content into the course. Text, *Modern Social Problems*, Ellwood; *Outlines of Sociology*, Blackmar and Gillim.

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## SCHOOL OF MATHEMATICS.

### Algebra.

One and one-half units.

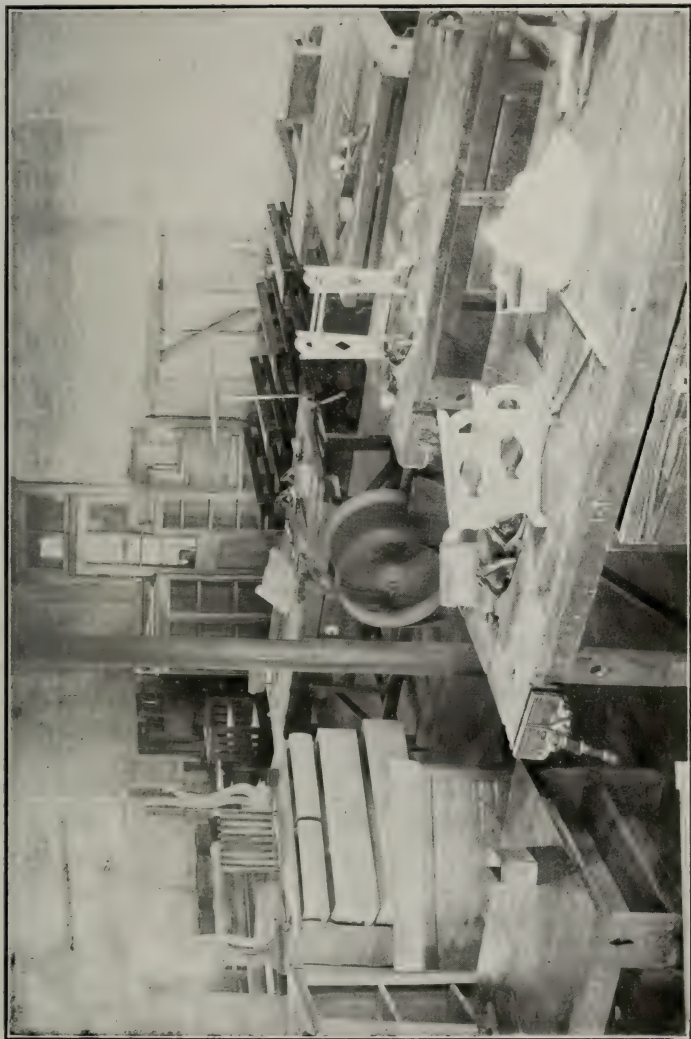
Complete the elements of algebra and also the following: the solution of quadratic equations by completing the square with emphasis only on those examples where the roots are real; simultaneous quadratics only in a few simple examples that can readily be illustrated by graphs, with emphasis only on the cases where one equation is linear; the binomial theorem for positive integral exponents, with emphasis only on the cases where the exponent is less than five; ratio and proportion only in the sense of fractional equations, including, however, graphical representation of two variable quantities, one of which is proportional to the other; arithmetic and geometric progression in the usual sense; practical use of logarithms restricted to the base 10, and emphasizing the use of table; fractional and negative exponents with special reference to logarithms, accompanied, if possible, by the practical use of the slide rule; and those practical problems in which quantities raised to fractional powers occur. Text, *Slaught and Lennes*; *Wells*.

### Geometry.

One unit.

A unit in geometry should embrace all that is usually found in a modern text on this subject, with the omissions of the theory of limits, the incommensurable cases, maxima and minima and a few others which have neither a practical nor an educational value. Special stress should be laid on the more basic theorems and these should be considered in groups. Logical reasoning, ac-





CARPENTER SHOP





curate expression and independence of thought should be emphasized at the outset. With a thorough conception of the axioms and definitions as the bases for geometrical reasoning, the pupils, with wise direction by the teacher, should be able to make much of the work original with but little, if any, use of the text. The committing of demonstrations to memory has no educational value, and therefore every precaution is taken to avoid this common mistake. Whenever possible, applications of arithmetic and algebra to geometry and of geometry to arithmetic and algebra should be made. Wherever manual training is taught, geometry should be correlated with it as much as possible. The work should be made as concrete as possible so that every phase of the subject may be understood in its practical relations. Original demonstrations form an important part of the work. It is recommended that informal proofs be accepted for some of the most obvious theorems, and that the notion of a strictly logical proof be developed gradually as the student can be led to see the need for such proof. A specially favorable opportunity to make geometry seem of real value to the student consists in the applications of the theorems on similar triangles to the graphical solution of triangles by drawing them to scale and measuring the unknown parts with rules and protractor. In this connection, the simplest notions of trigonometry may be introduced with profit. Text, Phillips and Fischer.

### **Advanced Arithmetic.**

#### **One-half unit.**

This half unit is given after the completion of the elementary course in algebra and geometry. This work in arithmetic should not be divorced from algebra and geometry. Text, Lyman's Advanced Arithmetic.

### **Solid Geometry.**

#### **One-half unit.**

The work in solid geometry covers a full half year's work. The logical side of the work may be somewhat subordinated, thoroughly emphasizing the question of

space intuition and the more important mensuration formulas. The student's space conception is aided by the construction and study of models and by the experimental verification of formulas. Text, Phillips and Fisher.

### **Trigonometry.**

One-half unit.

This course covers a half year's work. The ability to solve a right triangle and any oblique triangle by dividing it into right triangles without using logarithms is emphasized above everything else. The ability to read tables, to interpolate properly, and the ability to use tables of any kind that may be presented, is very important. The knowledge of logarithms and logarithmic methods of solution is in importance only secondary to the things mentioned above. Such other topics, as the formulas involving two angles, should be treated at least briefly. Text, Wentworth.

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## **DEPARTMENT OF COMMERCE.**

1. Penmanship. . . . .  $\frac{1}{2}$  unit

1a. First term. 1-6 unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required, which is carefully criticised.

1b. Second term. 1-6 unit. Special attention is given to letter forms; details closely studied; outside work is required.

1c. Third Term. 1-6 unit. Careful work on letters of very difficult combination, movement and form carefully observed; theory of letter form, blackboard practice and the filling in of prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter students.

2. Bookkeeping.

This work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions.

2a. **First Term.** 1-3 unit. Theory of debits and credits; ruling, principles of accounting and their application; journalizing, posting; taking trial balances, closing the ledger; use of commercial papers; sales-book, purchase-book and cash-book are introduced.

3. **Stenography.** Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. As the primary object in offering this subject is to prepare students to teach it, special attention will be given to the teaching of shorthand. Three quarters.  $7\frac{1}{2}$  hours. Each quarter offered every term.

4. **Typewriting.** Eligibility requires two years of high school work. This subject may be taken either one or two periods daily. If taken two periods, one of them must be a regular class period. Advanced work includes the use of various office appliances. Six quarters, 1 unit. Offered every term.

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## SCHOOL OF MUSIC.

### The Choral Society.

The Choral Society is composed of students of all departments who have good voices and are able to read notes. The work of the chorus is similar to that of the orchestra in the performance of standard works, either entire or in part. Members of the Choral Society also furnish the music for the Sunday afternoon vesper service.

It is the aim of the Choral Society to perform some standard oratorical work each year, either with or without orchestral accompaniment.

### The Piano.

One unit is offered.

The course in piano instruction embraces seven grades, and covers the following work:

1. The Rudiments of Music.
2. The study and playing of pieces by various standard composers.
3. The History of Music and Composers, with special references to composers of pieces studied.

4. The technic of music in all its forms, including (a) scales (major and minor), in similar motion separated by an octave, third, sixth, tenth; also, in contrary motion and in octaves, double thirds and double sixths; (b) chords (common and seventh solid and broken); (c) arpeggios of the chords (common and seventh). All technic is taken with different varieties of touch and at speeds in keeping with the advancement of pupils.

5. Ear training which requires a correct idea of sound of the scales and intervals.

6. The theory of music, including harmony, counterpoint and form.

Grading.—Piano instruction may be divided into seven grades. However, just where one grade ends and another begins is a matter in which there might be a difference of opinion. For example, one person might require more work of the early grades, while another would shorten the elementary work and lengthen some of the later grades. Hence, because a pupil has not been placed a grade higher this year, does not indicate that he has made no advancement or by any means fallen short in his work. A pupil who has completed the seventh grade ought to be able to pass the final examination of a good conservatory.

Numerous recitals are given throughout the year, in which all students whose merit would warrant it are expected to take part. Students of this department also appear publicly on the monthly rhetorical programs.

Artist recitals are also frequently given by persons of renown, and these are invariably of such a high class that they are of inestimable value, not only to the students of music, but to all who would widen their general appreciation of art. Students may also give recitals under the supervision of the music faculty when their work is sufficiently advanced.

The school owns seven good pianos for practice purposes. Practice is free, but students who idle their time will be dismissed.





THE CHAPEL.



### **The Violin.**

Seicik school of violin technics is used in bowing and fingering and applied to scales: Arpeggios, octaves, thirds, sixths, tenths. Studies: Kayser, Dont, Kreutzer, Rhode, Fiorella.

Classes in ensemble playing for tone and accuracy.

Special and individual attention is given to the training of children and development of musical temperament, refinement and artistic style.

### **Tuition.**

Tuition for piano instruction is twenty-five (25) cents the lesson, payable in advance, once every four weeks. This entitles pupils to ample practice without extra charge. Instruction on the violin is thirty-five (35) cents the lesson. All are expected to take two lessons a week.

## **GENERAL INFORMATION.**

### **Our Aims.**

The aim of Lincoln Institute is to fit young men and young women of our race to live efficiently and serviceably in the world. A wholesome college life is the necessary background for a well balanced college education. Not all of the college course is outlined in the curriculum. The young man and the young woman who have not felt the thrill of college spirit may finish the course, but they have not been to college. Education at Lincoln Institute is not a catalogue of facts, but the ability to think, coupled with capacity for leadership, developed in the multiplicity of organizations.

We aim further to give the best training possible.

To provide strong Christian influences for those under our care.

To give to students individual oversight and assistance as much as possible.

To adopt our courses of study, as far as possible, to the individual aptitudes and purposes in life.

To maintain good discipline and yet put students on their honor.

To employ the strongest faculty available.

### Our Claims.

Lincoln Institute is one of the oldest and best equipped schools in the country for the education of Negro boys and girls.

It is not surpassed by any in the thoroughness of its work.

Its graduates are as successful as the graduates of any Negro school or the Negro graduates of any white school in this country.

Its reputation for character-making, discipline and scholarly work is high.

It is a good school to attend if one is eager to get an education.

The opportunities for self-help for students are unsurpassed.

Its good standing among the local white citizens is all that could be desired.

Its popularity with the State legislators, who visit its ground and buildings regularly and whom we entertain with a musical and literary program in the Hall of Representatives every session, is possibly unique among Negro schools.

### Advantages:

Modern laboratories for teaching the sciences.

The equipment for teaching the trades to men and boys; and sewing, cooking, millinery and laundering to women and girls are unsurpassed.

A well equipped library.

A splendid "esprit de corps."

City water supply; fine sewerage; electric lights throughout the grounds and buildings.

Board very reasonable.

Tuition only \$6 the year to Missouri students; all others pay \$18 the year.

Fine music, including voice, violin, piano and orchestra.

Good athletics.

### Admission.

Male candidates for admission to the high school and

normal departments are received at or above the age of twelve years, and female candidates at the same age. At the discretion of the President, those younger may be admitted.

All candidates must present testimonials of good moral character from at least three reliable persons before they will be received as members of the institution; and those who come from other institutions of learning, must submit evidence of honorable dismissal.

All candidates should be present not later than the first day of the first term. Those coming later than the first week will put themselves and their teachers to the inconvenience of a private examination.

Candidates for admission should notice carefully the course of study, to see what will be required of them when they present themselves for classification.

Students who may for any reason be absent for a part of the semester, will be required, on returning, to pass a satisfactory examination in the studies pursued in their class during their absence.

All letters sent to students should be addressed in care of Lincoln Institute, Jefferson City, Mo.

Jefferson City is a small place, and students coming for the first time, will experience no difficulty in finding the school. Take a taxicab at the station and come directly to Lincoln Institute.

The President has an office in the Main Building, to which the students have access at stated times. He is glad to render them any assistance that is in his power as their friend and adviser.

### **Government.**

The government of the school is positive in prohibiting all immoral practices, as well as actions leading thereto, and in exacting a uniform regard for good order, studious habits and careful observance of the prescribed routine of duty. The largest liberty consistent with these objects is granted. No arbitrary rules or unreasonable exactions are made, but good order is expected and demanded, and no successful teaching can be accomplished

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without it. But while order is indispensable to success in teaching, it is sought not for its own sake merely, but as an element of discipline. All discipline, as well as instruction, in this school is made subservant to these ends.

### **REGULATIONS.**

#### **Prohibitions.**

1. The association of the young men and the young women without permission; note writing between young men and young women; the passing of notes by students.

2. The use of intoxicating drinks; the use of tobacco in any of its forms; carrying firearms or any deadly weapons; indulgence in profanity, obscenity or gambling; the use or possession of dice, playing cards or any other gambling device. A single instance of intoxication or gross immorality on the part of any student will, ipso facto, sever his connection with the institution.

3. The use or possession of any immoral literature.

4. Visiting one another's rooms during study hours.

5. Absence from the premises, going to the city or visiting families without permission from the President.

6. All improper behavior or unnecessary noise. Students not engaged in recitation exercises shall not be allowed to occupy recitation rooms without permission from the President.

7. Cutting, marking, or in any way defacing the building or their appurtenances; throwing trash or anything offensive from windows.

8. Students boarding in the city without special permission from the President.

9. Throwing stones upon the grounds near the building.

10. Disturbing the trees, flowers and undergrowth.

11. Spitting on floor and walks in building and on the campus.

#### **Requirements:**

1. Proper observance of the Sabbath.

2. Punctual attendance at the opening exercises of

the school, recitations, the Sunday services in the Chapel, etc.

3. Strict observance of the appointed study hours.

4. Each pupil will be held responsible for all improper conduct occurring in his room, and jointly responsible for any injury beyond ordinary use, in case the offending party is not exposed.

5. Occupants of rooms must keep them in good order. Every room must be accessible at all times to the President and Matrons.

6. All students are required to observe the advice and directions of the Matrons under whose care and control they are placed in the dormitories.

7. Each student, in order to retain his membership in Lincoln Institute, must receive at the end of the year a certificate of good deportment.

8. All students leaving before the close of the school, must obtain permission from the President.

9. These rules, as far as practicable, apply to all students, whether residing on the premises or in the city.

10. All students are expected to return to their homes at the close of the school, and not to remain in Jefferson City to make visits.

11. It is well to bring text-books formerly used.

12. Students are required to be furnished with all prescribed text-books at the time when the use of them begins.

13. All should be provided with warm clothing.

14. Young women must have rubbers and raincoats.

15. Each article of clothing should be marked with the owner's name, and list of articles should be brought.

16. Each trunk must be plainly marked with the owner's name.

17. Every student, by entering the Institute, is regarded as giving a sacred promise to observe these and all other established regulations.

18. Parents will save us a great deal of annoyance by refraining from sending to their children boxes containing articles of food.

### **The Daily Exercises.**

The daily exercises begin at 8:30 and continue until 4:20 o'clock. The devotional exercises begin in chapel at 10:00 a. m., and last thirty minutes. All are required to be present. Lectures by visitors and by the President are given at this period, in addition to the reading of a passage from the Bible, prayer and singing.

### **Religious Exercises and Instructions..**

All students are expected to attend services in the churches of the city on Sunday morning, and the lecture in the chapel at the Institute on Sunday afternoon. All the ministers of the city, both white and colored, preach for us at least twice during the scholastic year, and the President conducts the services when the ministers do not.

### **Religious Societies.**

The young men have a regularly organized Y. M. C. A., which has become an admirable training school for religious work; and the young women have organized a Y. W. C. A.

The King's Daughters is a regularly established branch of the national organization bearing that name, and is filling a very important place in the religious life of the pupils.

From the religious exercises of the Institute everything of a sectarian nature is carefully excluded.

### **Text-books.**

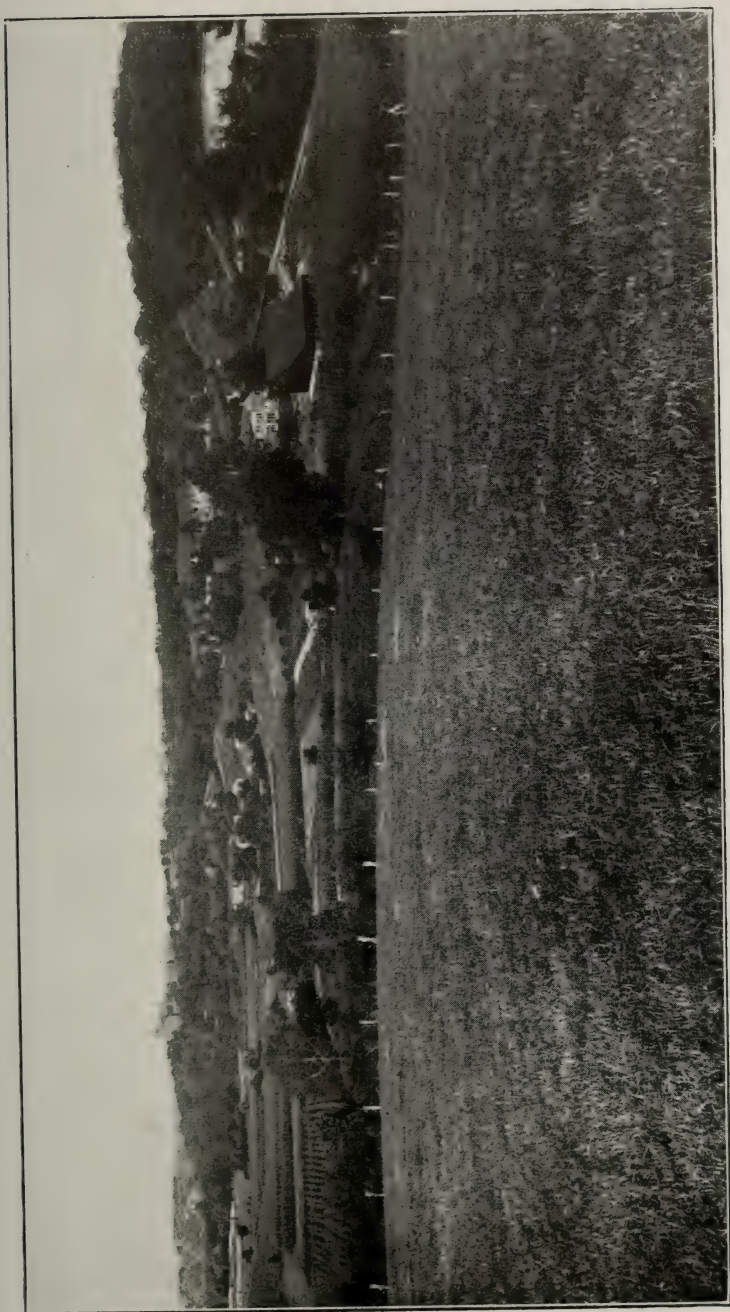
Students are advised to bring with them whatever text-books they may have. All students must provide their own text-books. They can be bought at the school.

### **Societies.**

The Society of the Alumni was organized June 10, 1876. It is composed of those who hold diplomas, and is a valuable auxiliary to the Institute. The meeting of this society is held at the close of each scholastic year.

The Olive Branch is composed of the young ladies in the normal and college departments.

The B. F. Allen Literary Society is composed of stu-



THE FARM.





dents in all the various departments of the school, and meets every Friday evening.

The Longfellow and Shakespeare Clubs are under the direction of members of the Faculty.

The Lincoln Fraternity and the Lincoln Sorority are composed respectively of young men and young women of the higher grades. Their object is to help the literary and social life of the school.

These societies meet weekly.

### **Monthly Sociables.**

Formal social gatherings are permitted once a month, and all students below the age of eighteen are excluded.

Members of the Faculty are always present at these gatherings.

### **Uniform Suits.**

The clothing of the young women must be becoming, plain and substantial. No extravagant or unnecessary finery will be permitted. Those who bring it, will be required to lay it aside while here.

The school has a uniform for girls and one for boys, and the object is to save parents the cost of expensive clothing. These uniforms can be bought or made at home or in the sewing department by those who are advanced in sewing. The cost for girls is \$7.00 to \$12.00, including the cap; for boys, \$10.50 to \$14.00. The girls' uniform will be white shirt waist suit for warm weather; a navy blue suit for cold weather; a dark silk waist may be worn. All girls are required to wear the mortar board cap. In the spring of the year a plain sailor hat may take the place of the cap. All these can be made at home or purchased in Jefferson City.

All students are required to wear the school uniform unless some special reason for not doing so is given.

### **Promotion and Graduation.**

Written examinations are held at the close of each semester. The results of these examinations, averaged with the daily recitations, determine the standing of the student in scholarship. The student whose semester average is 90 per cent. or above will be exempted from the

semester examinations. At the end of each semester every student is furnished a report showing his rank, scholarship and deportment. In case of minors, these reports are furnished to parents or guardians.

A student loses his grade if, at the close of any semester his standing in any three studies is less than 50 per cent. No student whose average in any study at the end of the year is below 70 per cent, or whose deportment is less than 60 per cent, will be promoted to a higher grade.

No student will be graduated either from the normal or the college department whose average in any study is less than 70 per cent in scholarship and less than 60 per cent. in deportment.

### **Expenses.**

Board for the ten months, \$95.00; laundry, \$12.50; books from \$5.00 to \$8.00, according to class.

### **Tuition.**

There is charged a tuition fee of \$6.00 the scholastic year for students who reside in the State of Missouri, and \$18.00 the scholastic year for non-residents of the state. No student will be enrolled and permitted to begin work until he has paid one semester's tuition in advance. The year's tuition paid in advance will be \$5 to Missouri students and \$15 to non-residents of the state.

### **Scholarships.**

The Lincoln Institute Alumni Association offers a scholarship covering board and tuition for the year, to the student who brings the largest number of new students above the number of five. It is well to try to earn this scholarship. Last year at least 14 states were represented in our student body.

### **Resume of Expenses.**

In order that you may understand, the following resume of expenses for the year is given:

Board for ten months for students who do not	
care to do duty work.....	\$110.00
Board for those who do duty work.....	95.00

Laundry for young men for year.....	12.00
Instruction on piano for year.....	10 to \$20.00
Tuition for year. . . . .	\$6 to \$18.00

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Total. . . . .high \$142.00

Total. . . . .moderate \$117.00

The boarding department, which is under the direction of a boarding master, will furnish board at \$9.50 for the scholastic month of four weeks, or twenty-eight days.

Many students secured free board by working in this department last year. As far as possible, help or work for full or half board, will be given only to indigent but deserving students. Only those who need the help and can prove themselves deserving, need apply for aid. Money for board will be refunded only in case of sickness.

### **Opportunities for Self Help.**

Most of the students must give some time to the matter of self-support. Many of the students are earning a part of their expenses; some earn all of their way; some wait on tables; some are porters in stores; others do janitor work. Several are barbers, some are agents for magazines; some play in orchestras; others collect laundry. Every year a few students discover new ways to work their way through college.

### **Athletics.**

Some attention is given to athletics. Through the football team and the baseball team the school has been brought before the public in a very commendable way. Every effort will be made to see that only clean manly sports are kept up in the school.

Those who wish to make the teams must maintain an honorable record for scholarship and deportment.

### **The Library.**

The library has about 57,000 bound volumes in addition to pamphlets, monthly and weekly magazines and daily papers. Students may draw two books and keep them two weeks with the privilege of renewal for two weeks more. Books kept longer than the required time,

will be charged for at the rate of a cent a day. Pupils are expected to select, under the guidance of the teachers, and read ten books each year.

The use of the books is greatly facilitated by means of the Dewey decimal system of classification. There is on file in the library and accessible to students about thirty of the best magazines and newspapers of the country.

#### Class Marks.

The following is the schedule by which our class marks are known:

95 to 100—E
90 to 95—G plus
85 to 90—G
80 to 85—G minus.
75 to 80—F plus
70 to 75—F
65 to 70—F minus.
65 to 0—P

#### Honors.

Class honors for the full course are as follows:

*Cum Laude*

*Magna Cum Laude*

*Summa Cum Laude*

#### Public Rhetorical Exercises.

Eight public rhetorical exercises are given during the year. The best productions from both the departments of elocution and oratory and music are given to the public on the first Monday evening of each month.

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#### Main Building.

This building is large and complete in all provisions for health and study. It has thoroughly equipped chemical and physical laboratories; a library with fireproof ceiling, with ample provisions for a large collection of books; a chapel; an observatory for practice work in astronomy; and a gynasium for the department of physical culture: also recitation rooms for the collegiate and nor-



mal departments. This building is lighted by electricity and heated by steam.

### **Dormitories.**

In addition to the main building, there are two large dormitories; one for young women, and the other for young men.

#### **Young Women's Dormitory.**

The new dormitory for young women has been erected at a cost of \$25,000 and is one of the most modern buildings for the purpose in the country. All the rooms are lighted by electricity and heated by steam.

The first floor is devoted almost entirely to industries for girls, and to the cuisine and dining departments.

The rooms are neat and built with a view to comfort and health. Only two girls are placed in one room unless the crowded conditions force us to put in cots.

Ample and modern facilities for baths and for heat are made. The old dormitory for girls has been remodeled and is as modern as the new building.

#### **Young Men's Dormitory.**

The young men's dormitory is also new and is one of the best appointed dormitories in the country in schools of this kind. The rooms are large enough for two occupants only and the building is supplied with baths and other modern improvements; such as electric light and steam heat.

Both dormitories are supplied with iron enameled beds, mattresses, chairs and tables, shower baths, etc.

We do not furnish towels, napkins, bedclothes, lace curtains and rugs.

### **Industrial Building.**

A main building, forty by one hundred feet, two stories in height, stands on the campus less than two hundred feet from the main school building.

About forty thousand dollars was expended in equipping this department, mainly for building and machinery.

The machine shop is one of the best equipped in the country and has all the modern equipment for making



machinists. It occupies half of the first floor of the Industrial Building.

The school owns two automobiles for the use of the classes in automobile training.

The woodworking shop is forty feet by eighty and contains the following: Fifteen work-benches with tools for forty-five students, twelve wood lathes, two scroll saws, one hand saw and one grindstone.

The smith shop is forty feet square and contains fourteen down draft forges and sets of blacksmith tools; a power fan furnishes the blasts to the forges.

The machinery is all driven by a large dynamo.

#### **The Shoemaking Department.**

The shoemaking department is located in the basement of the main building and is one of the most modernly equipped departments of its kind in the country. The various machines for cutting, sewing, polishing, etc., are run by electricity. It occupies two large rooms.

#### **The Tailoring Department.**

The tailoring department occupies two rooms in the basement of the main building. It has six tailoring machines, gas stoves for pressing, a large sink for cleaning and other equipment necessary for a first-class tailor shop.

#### **Industrial Work for Girls.**

The plain sewing, dressmaking, millinery and domestic art departments occupy the front of the old dormitory for girls. It contains twenty-five sewing machines, fifty sewing tables, dress forms, showcases, electric pressing irons, and fitting room.

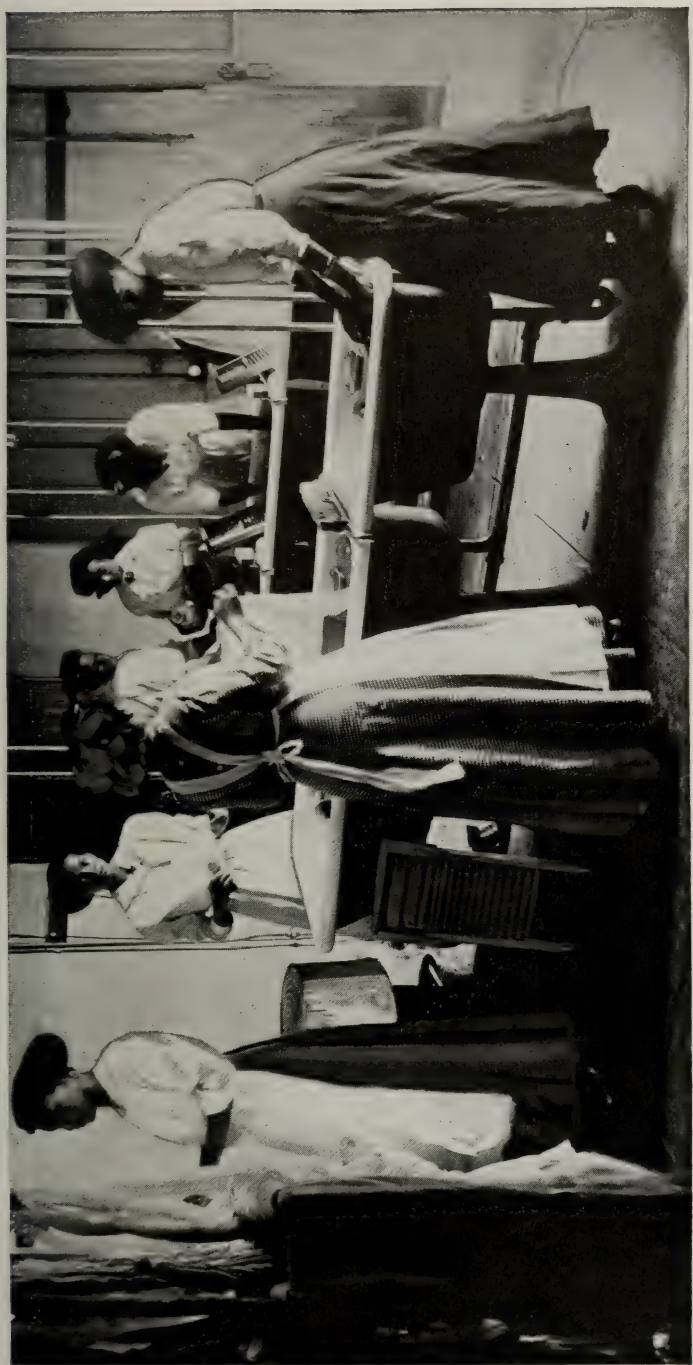
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### **THE DOMESTIC SCIENCE DEPARTMENT.**

#### **The Laundry.**

The laundry contains stationery wash tubs with hot and cold water, steam dryer and gas stove for making starch.

The ironing room contains twenty-five ironing boards with electric irons. It occupies two large rooms separate from the wash room.



IN THE LAUNDRY.



### **The Cooking School.**

The cooking school occupies two large rooms adjoining the sewing rooms. It contains twenty-five individual gas stoves with ovens, one large gas range and one large coal range. It has kitchen cabinets with individual equipments, sinks, refrigerators, and a special demonstrating sink.

### **The Model Dining Room.**

The model dining room is model in every respect. It is perhaps the best equipped model dining room in any school in Missouri. It is equipped with silver, china, linen, rugs, curtains and shades for windows, serving tables, two dining tables each with seating capacity for twelve persons, wash rooms, etc.

### **Industrial Exhibits.**

The work of the industrial department has been exhibited at the State Fair in Sedalia for the past four years and five blue ribbons and five red ribbons were given us last year in competition with the best work of the state.

### **The Training School Building.**

A modern four-room rural school, with basements containing both play rooms separate for boys and girls in rough weather and industrial shops, was constructed by the students.

In this building the Seniors and the Juniors of the normal department teach under the supervision of three critic teachers.

### **The Farm Buildings.**

On the farm of sixty acres are erected barns for horses and cattle; a dairy building and a home for the farm manager.

### **The President's Home.**

The State has erected a modern two-story brick building near the main building as a home for the President of Lincoln Institute.

### **SOME RULES FOR THE FACULTY.**

Teachers shall acquaint themselves with the course of study and the plan of work adopted. They will be held strictly responsible for the carrying out of the same in all matters relating to their respective departments.

Teachers shall pay particular attention to the neatness, temperature and ventilation of their schoolrooms. Each teacher shall keep the temperature of his room at from 65 to 70 degrees, with the thermometer not more than three feet from the floor.

The teachers shall co-operate at all times with the President in securing good order and in the general management of the school.

Teachers are expected to attend strictly to school duties during school hours, and to refrain from all discussion of social, political or ecclesiastical questions.

Teachers must not send their pupils on errands of any kind during school hours, except in case of urgent necessity, and then only with the approval and permission of the President.

All teachers must keep a daily record of the work and deportment of each student, and report the same in good shape to the President, in order that an accurate record may be kept of the same.

All teachers shall, at the close of the year, and before the salary of the last month of the year is paid, return to the President all record books, library books and all other material belonging to the school. Teachers who are absent from the class on account of sickness, etc., shall be required to furnish a competent substitute, who must meet the approval of the President of the school and the executive committee of the Board.

Teachers will take care that their classrooms and the furniture, apparatus, maps, charts and other school property belonging thereto be not defaced or injured; and upon discovery of any injury, they shall report the same to the President of the school.

Teachers shall not announce, nor allow to be an-



nounced, any public exhibition, entertainment or meeting not pertaining to the school; and shall not distribute, nor allow to be distributed in the class rooms, any tickets to such exhibitions, entertainments or meetings.

All teachers are required to attend Faculty meeting at least once a month and oftener at the call of the President.

Teachers who board and room in the dormitories must be ready at any time to assist the President and Matrons in the care and management of the same.

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### **SOME HINTS FOR TEACHERS EVERYWHERE.**

“Perhaps the chief thing to observe is the spirit of the school, its atmosphere, that psychological and social condition which grows out of the relations existing, the motive and spirit of the work—in short, the life of the school, which is its real educative force. This is, of course, intangible and invisible, but it can be spiritually discerned.”—Gilbert, *the School and Its Life*.

“In the final analysis all great success depends upon three qualities: judgment, patience and courage.”

Keep on studying men and books. Get in touch with the world and be a part of it.

Cultivate constantly a prompt, decisive but courteous manner.

Don't grow careless about your English.

Read the best literature as a pastime.

Lend others a helping hand.

Give everybody his due; be generous; and do not let the shortcomings of others weigh too heavily upon you.

Don't get lazy and quit studying.

Don't expect everybody to boost you.

Go to a university during the summer and study for all you are worth.

Don't knock.

Don't neglect to cultivate the social graces.

# LIST OF STUDENTS

1917-1918.

## NORMAL DEPARTMENT.

### Senior Class—Young Women.

Boone, Cordelia Adelaide. . . . .	Louisiana.
Brice, Camille Julia. . . . .	Sedalia
Crump, Clara Mabel. . . . .	Paris
Day, Gertrude Frances. . . . .	Kansas City
Drew, Eugene Emma. . . . .	Columbia
Goins, Nannie Corine. . . . .	Jefferson City
Grisson, Mabel Fern. . . . .	Shelbyville, Ind.
Hathaway, Elinora. . . . .	Highland, Kans.
Lewis, Naomi Nora. . . . .	DeSoto
Martin, Lillian Marion. . . . .	Chicago, Ill.
Monroe, Geneva Augusta. . . . .	Hannibal
Mosley, Selma Mae. . . . .	Columbia
Mullins, Anna Mae. . . . .	Clinton
Phillips, Beulah Marie. . . . .	Sedalia
Pitts, Elizabeth Geraldine. . . . .	Columbia
Pollard, Cozette Mae. . . . .	Independence
Tyndell, Lethia Jane. . . . .	Marshfield
Walker, Roberta Bessie. . . . .	Denver, Colorado
Weathers, Edith Irene. . . . .	Malden.
Williams, Ella Cornelia. . . . .	Huntsdale
Williams, Ruth Estella. . . . .	Kansas City
Williams, Sophia Homer. . . . .	St. Louis
Wilson, Flossie Gertrude. . . . .	Slater
Wright, Iona Lillian. . . . .	Marshall
Total. . . . .	24

### Senior Class Young Men.

Barksdale, Norval Palmer. . . . .	Poplar Bluff
Bolton, Millicent-Norman. . . . .	Huntsville
Carter, Oval Leonard. . . . .	Kirkwood
Harvey, James Floyd. . . . .	Troy
Jackson, George Washington. . . . .	Ardmore
Kelley, Richard. . . . .	Columbia
Marriott, Henry Oscar. . . . .	Boley, Okla.
Marshall, Raymond. . . . .	Mexico
Reed, James Owen. . . . .	Metropolis, Ill.
Taylor, William Edward. . . . .	Hamer, Miss.

Turner, James Alfred. . . . .	Easley
Van Buren, William Edward. . . . .	Fulton
Total. . . . .	12

## JUNIOR NORMAL CLASS.

## Young Women.

Black, Ivory Georgia. . . . .	St. Louis
Gooche, Edith Meritta. . . . .	Kansas City
Hall, LuVerna Vivian. . . . .	Wichita, Kas.
Hawkins, Minnie Isabelle. . . . .	Edina
Porter, Verlee Lucile. . . . .	Fulton
Randolph, Dollie Lucile. . . . .	Hannibal
Roberts, Rhoda Louise. . . . .	Hannibal
Roberts, Aline Marie. . . . .	Hannibal
Scott, Eula Bernice. . . . .	Fulton
Toelson, Helen Edna. . . . .	Kansas City
Total. . . . .	10

## Young Men.

Davis, Cassell George. . . . .	St. Louis
Ervin, Robert Alphonso. . . . .	Corsicana, Texas
Lunderman, Martin Claude. . . . .	St. Louis
Greer, Robert Marion. . . . .	Kansas City
Robinson, Harvey Mark. . . . .	St. Louis
Total. . . . .	5

## SENIOR HIGH SCHOOL.

## Young Women.

Bolridge, Flossa Mae. . . . .	Lexington
Burgett, Mattie Lee. . . . .	Jefferson City
Carter, Gertrude Leota. . . . .	Columbia
Evans, Ruby Mae. . . . .	Jefferson City
Gatewood, Lauretta. . . . .	Columbia
Horrell, Olga Marie. . . . .	Jefferson City
Jennings, Lessie Jessie. . . . .	Warrensburg
Jones, Helen Ardellia. . . . .	Fort Smith, Ark.
King, Annie Lucile. . . . .	Jefferson City
King, Cecile Fannie. . . . .	Jefferson City
Lansdown, Goldie Elsie. . . . .	Jefferson City
Lucas, Anna Beatrice. . . . .	Sweet Springs
Smith, Mabel Cora. . . . .	Edwardsville, Ill.
Thomas, Vivian. . . . .	Jefferson City
Thomas, Cordelia Clara. . . . .	Gilliam
Tucker, Anna Mae. . . . .	Louisiana
Total. . . . .	16

## Young Men.

Brown, Jesse Andrew. . . . .	Arcadia
Carlock, Cecil Henry. . . . .	Greenville

Claybrook, Brozy Franklin.....	St. Louis
Damel, Carroll Colton. . . . .	Jefferson City
Evans, Willard Ray. . . . .	Jefferson City
Gibson, Harry Brown.....	Boynton, Okla.
Green, Robert Leon. . . . .	Chillicothe
Johnson, John Isaac. . . . .	Warrensburg
Mansur, Hiawatha Edward.....	Richmond
McAdams, Glenn Victor.....	Springfield
Taylor, Mansfield. . . . .	Kansas City
Thomas, Rufus. . . . .	Gilliam
Townsend, Samuel McKinley.....	Bonne Terre
Total. . . . .	13

### JUNIOR HIGH CLASS.

#### Young Women.

Aitch, Ethel Lillian. . . . .	Union
Banks, Annabelle. . . . .	Chillicothe
Barnes, Blanche. . . . .	Huntsville
Bass, Jessie Lee. . . . .	Carthage
Bibbs, Mildred Harriett.....	Kansas City
Bragg, Elizabeth Margaret.....	Fulton
Carter, Wilma Gladys.....	Kansas City
Dyson, Gwendolyn Anita.....	Quincy, Ill.
Galbreath, Bertie Mae.....	Fulton
Garvin, Fannie Marie. . . . .	Granby
Hayes, Laura Belle.....	Brunswick
Hemsley, Lillian Marie.....	Pleasant Hill
Jackson, Edith Lucile. . . . .	Sweet Springs
Johnson, Viola. . . . .	Fulton
Nelson, Edith Elizabeth. . . . .	Herculaneum
Slaughter, Norean. . . . .	Chillicothe
Steel, Corinne Laura.....	Columbia
Wallace, Jessie Marie. . . . .	Kansas City
Waring, Ellena Mary. . . . .	Poplar Bluff
Total. . . . .	19

#### Young Men.

Blanchard, Oscar Razo.....	Kansas City
Carter, Raymond Gendword. . . . .	Kansas City
Farris, Cornelius Glover. . . . .	Clarksville
Goode, William Allen. . . . .	Richmond
Hall, Lannie. . . . .	Dalton
Jenkins, Albert Haven.....	Kansas City
Johnson, Hurley Alvin. . . . .	St. Louis
Jones, Boyd. . . . .	St. Charles
Kelley, Robert Henry.....	DeSoto
Lane, Edmund Crombough.....	Jefferson City
Madison, Douglass. . . . .	Slater
Marteen, William Scott.....	Montgomery City

Mast, Albert Jr. . . . .	Boley, Okla.
Nickens, Marvin. . . . .	Martinsburg
Reedy, Walter. . . . .	Joplin
Robinson, David Orvilla. . . . .	Carthage
Smith, James Blaine. . . . .	Richmond
Smtih, Irving Lee. . . . .	Billingsville
Stevenson, Oliver Raymond. . . . .	Napton
Steward, Eugene Howard. . . . .	Joplin
Thomas, James Oliver. . . . .	Gilliam
Walker, Clarence. . . . .	Chamois
Total. . . . .	22

## SOPHOMORE HIGH SCHOOL.

## Young Women.

Brown, Cloteal Sybell. . . . .	Joplin
Bruner, Edna Irene. . . . .	Yeager, Okla.
Bryant, Louise Miltonia. . . . .	Union
Carter, John Anna. . . . .	Okmulgee, Okla.
Coleman, Amy Alberta. . . . .	Okmulgee, Okla.
Martin, Ina Katherine. . . . .	Frankford
Monroe, Dorothy Bell. . . . .	Blackwater
Muldrow, Thelma Mae. . . . .	Clarence
Murphy, Frosty Margurite. . . . .	St. Louis
Riddle, Gertie. . . . .	Eufaula, Okla.
Riggs, Gertrude Leah. . . . .	Otterville
Rogers, Gussie. . . . .	Columbia
Slater, Myrtle Mae. . . . .	Jefferson City
Slaughter, Ilee. . . . .	Chillicothe
Sneed, Cassie Bell. . . . .	Centralia
Stutts, Willie Anna. . . . .	Boley, Okla.
Thomas, Omega Adelaide. . . . .	Jefferson City
Thomas, Nellie Louise. . . . .	Jefferson City
Wallace, Marie Geneva. . . . .	Carthage
Wallace, Cloteal Myrtle. . . . .	St. Clair
Ward, Myrtle. . . . .	Murphysboro, Ill.
Weathers, Alberta. . . . .	St. Louis
Weathers, Savana Etta. . . . .	St. Louis
White, Ellen Hortensea. . . . .	Denver, Colo.
Total. . . . .	24

## Young Men.

Bridges, Elmer John. . . . .	Farmington
Brown, Ornie Gilbert. . . . .	Washington
Bryant, Linnear Harrison. . . . .	Charleston
Cahill, Clyde. . . . .	Washington
Daniel, Leo Henry. . . . .	Montgomery City
Foster, Beverly Reed. . . . .	Gilliam
Harrison, Lawrence Burgess. . . . .	Paris



Holdier, Theodore Roosevelt.....	LaGrange
Hooper, William Clarence. . . . .	Kansas City
Johnson, Joel Robert. . . . .	Williamsburg
Lane, Bassett Ellis. . . . .	Jefferson City
Lee, Bishop Allen. . . . .	Salisbury
Napiere, Lee Charles. . . . .	Nelson
Nickens, Irvin Sylvester. . . . .	Martinsburg
Patterson, George Wallace. . . . .	Carthage
Smith, Elzy Rufus. . . . .	St. Marys
Total. . . . .	16

### FRESHMAN HIGH SCHOOL.

#### Young Women.

Beatty, Adell Iren. . . . .	Jefferson City
Berry, Mary Verbena. . . . .	Paris
Burgett, Loorean. . . . .	Jefferson City
Burgess, Nadian. . . . .	Madison
Cargile, Mary Cecelia.....	Jefferson City
Cargile, Julia Lelia.....	Jefferson City
Carson, Peggy Ethel.....	Gilliam
Childers, Eula Mildred.....	Wagoner, Okla
Freeman, Mattie Ellen. . . . .	Clinton
Gibbs, Geneva Annie. . . . .	Jefferson City
Givens, Hattie. . . . .	Wright City
Graham, Leona Pearl. . . . .	Jefferson City
Miller, Mary Louise. . . . .	Starr, Miss.
Miller, Reta. . . . .	Holliday
Moore, Mary Alice. . . . .	Jefferson City
Murray, Adline Anna. . . . .	Jefferson City
Oliver, Lelia Mae. . . . .	East St. Louis, Ill.
Perry, Pearl Mae. . . . .	Meadville
Pettis, Leola. . . . .	Montgomery City
Rector, Floyd Pencolia. . . . .	West Plains
Renti, Georgia Anna. . . . .	Tulsa, Okla.
Roberts, Mary Katherine. . . . .	Jefferson City
Steele, Edwin Eva. . . . .	Jefferson City
Street, Oliva Mae. . . . .	Jefferson City
Thomas, Lois Chrystine. . . . .	West Plains
Tyndelle, Lurene. . . . .	Marsfield
Wesly, Mary Louise. . . . .	Webster Groves
Wilkerson, Lorean. . . . .	Jefferson City
Williams, Climmie Cararine. . . . .	Huntsdale
Total. . . . .	29

#### Young Men.

Addison, Marcus. . . . .	Montgomery City
Armstrong, William Anderson. . . . .	Nashville, Tenn.

Bradford, William Elmer.....	Montgomery City
Brown, Otis Murphy. . . . .	Arcadia
Brown, Page Eamiel. . . . .	Washington
Burnett, Boyd Berry. . . . .	Neeleyville
Connor, Oliver Leslie. . . . .	Armstrong
Fletcher, John Lewis. . . . .	Arcadia
Garvin, Nolan Elton. . . . .	Granby
Gilbert, Wilbert John. . . . .	Neosho
Goins, Virgil. . . . .	Richmond
Gooche, Wilbur Tindall. . . . .	Salisbury
Groves, Robert Cyrus. . . . .	Gilliam
Kennedy, Witt. . . . .	Neelyville
Mason, Richard Gilmore. . . . .	Jefferson City
Muldrow, Benjamin. . . . .	Clarence
Murphy, John Due. . . . .	Nelson
McDonald, Murrell Carl.....	Clinton
McGuire, Frederick Oville. . . . .	Stephens
Ragland, Russell Caldwell. . . . .	Paris
Ramsey, George Rithman. . . . .	Salisbury
Rhinehart, Ernest. . . . .	Kansas City
Robbins, Homer Douglass. . . . .	Omaha, Neb.
Robinson, Fletcher. . . . .	Murfreesboro, Ark.
White, Joseph Paul. . . . .	Pittsburg, Kas.
Ward, Richard. . . . .	Bozeman, Mont.
Shaw, Vivian. . . . .	St. Louis
Smith, William Earl. . . . .	Jefferson City
Solomon, John Wessley. . . . .	Joplin
Total. . . . .	29

## GRAMMAR SCHOOL.

## "B"—Girls.

Bruner, Grace. . . . .	Boley, Okla.
Johnson, Josephine Louise. . . . .	El Paso, Texas
Lynch, Elzira. . . . .	Vinitia, Okla.
Polk, Comfort Tennessee.....	Eufaula, Okla.
Thomas, Anna. . . . .	Okmulgee, Okla.
Total. . . . .	5

## "B"—Boys.

Abington, Onward Nelson. . . . .	Jefferson City
Davis, Dewitt. . . . .	Haskell, Okla.
Durant, Ralph. . . . .	Sapulpa, Okla.
Franklin, Homer Dunbar.....	St. Louis
Frazier, Clifton Edward. . . . .	Chicago, Ill.
Harrison, William. . . . .	Haskell, Okla.
Jones, Edward. . . . .	Jefferson City
Jones, Francis Parker. . . . .	Jefferson City

Keene, Cecil Robert. . . . .	St. Louis
Nero, Henry. . . . .	Eufaula, Okla.
Orme, Vernon Earl. . . . .	St. Aubert
Pitts, Lewis Henry. . . . .	Jacksonville, Ill.
Sholls, Jackson. . . . .	Moorsville
Warren, John. . . . .	Winnepeg, Canada
Total. . . . .	14

### "C"—Girls

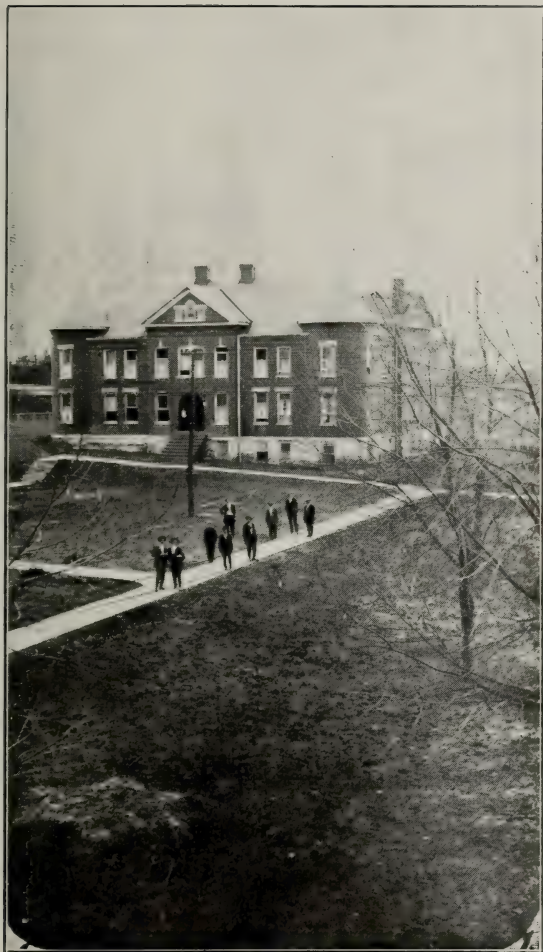
Bledsoe, Alma. . . . .	Montgomery City
Chiles, Nona. . . . .	Eufaula, Okla.
Coleman, Gracie Eloise. . . . .	St. Joseph
Crabtree, Dollie. . . . .	Eufaula, Okla.
Dorton, Frances Atwood. . . . .	Jefferson City
Edwards, Elizabeth Willine. . . . .	Chicago, Ill.
Green, Pauline. . . . .	Seattle, Wash.
Harris, Leola Ella. . . . .	Jefferson City
Jordon, Mabel Elizabeth. . . . .	Inola, Okla.
Moore, Josephine. . . . .	Jefferson City
Mosley, Vivian Leola. . . . .	Jefferson City
Robinson, Zoe Renie. . . . .	Olean
Ross, Sadie Anna. . . . .	Clayton
Thomas, Gweneth Flora. . . . .	Jefferson City
Tinsly, Ruby Virginia. . . . .	Kansas City
Total. . . . .	15

### "C"—Boys.

Bruner, Comanche. . . . .	Holdenville, Okla.
Hill, Augustus. . . . .	Holdenville, Okla.
Manual, Raymond. . . . .	Newoka, Okla.
Mason, Booker Teleferell. . . . .	Jefferson City
Porter, Paulenius. . . . .	Paris
Proctor, Charles Alonza. . . . .	St. Louis
Sears, Harry Roseluet. . . . .	Kansas City
Starr, James William. . . . .	East St. Louis, Ill.
Turner, Elmore. . . . .	Easley
Total. . . . .	9

### "D"—Girls.

Bolton, Catherine. . . . .	Jefferson City
Hutton, Essie. . . . .	Eufaula, Okla.
Jamerson, Leora. . . . .	Jefferson City
Nero, Hallie. . . . .	Eufaula, Okla.
Slater, Ethelyn. . . . .	Jefferson City
Watts, Verlee. . . . .	Jefferson City
White, Laura. . . . .	Eufaula, Okla.
Total. . . . .	7



YOUNG MEN'S DORMITORY.





## "D"—Boys.

Bledsoe, Floyd. . . . .	Jefferson City
Bruner, Alfred. . . . .	Boley, Okla.
Deene, Earl. . . . .	Jefferson City
Holmes, Charles. . . . .	Jefferson City
Total. . . . .	4

## SPECIAL STUDENTS.

## Young Women.

Anderson, Clara Catherine. . . . .	Columbia
Banks, Rosa. . . . .	St. Joseph
Banks, Clementine. . . . .	Chillicothe
Bush, Juanita. . . . .	Columbus, Miss.
Butler, Mayme. . . . .	Mexico, Mo.
Collins, Lena Cornelia. . . . .	Jefferson City
Hogue, Lucile M. . . . .	Boley, Okla.
Kenniebrew, Lenora Love. . . . .	St. Louis
Lynes, Maude Mae. . . . .	Fulton
Nicholas, Etta. . . . .	Kansas City
Perry, Hazel Marie. . . . .	Omaha, Neb.
Stevenson, Lizzie. . . . .	Sweet Springs
Vaughn, Cora Roberts. . . . .	Paris
White, Mottary Dean. . . . .	Sweet Springs
Total. . . . .	14

## SPECIAL STUDENTS

## Young Men.

Bailey, Gary Lewis. . . . .	Huntsville
Berry, Remus. . . . .	Paris
Berry, Lee. . . . .	Jefferson City
Blackwell, Fleetwood. . . . .	Richmond
Bland, William. . . . .	Keo, Ark.
Buckner, Melvin. . . . .	Palmyra
Carter, James Arthur. . . . .	McKittrick
Chapple, Leon Christophur. . . . .	Greenville, Mass.
Davis, Lawyal. . . . .	Jefferson City
Davis, James Randolph. . . . .	Clarksville
Evans, James Pyrtle. . . . .	Farmington
Flemming Marion. . . . .	Joplin
Fletcher, Russell. . . . .	Chickasha, Okla.
Gerhardt, James Downen. . . . .	New Franklin
Hogan, Wilbur Edward. . . . .	Otterville
Horrell, Seibert Dockery. . . . .	Jefferson City
Jones, Herman. . . . .	Springfield
Kemp, William McKinley. . . . .	St. Charles
Mansur, Virgil Ezra. . . . .	Richmond

Mariott, John Thomas.....	Boley, Okla.
Miller, Marshall Powell.....	Warrensburg
Moore, Glendie. . . . .	Paris
Phillips, Fred Nathaniel. . . . .	St. Louis
Powers, Latreille Maceo.....	Hannibal
Queen, Manzilla Marquis. . . . .	Hannibal
Randolph, Frank. . . . .	Hannibal
Reed, Clifford. . . . .	Chickasha, Okla.
Rollins, Alfonso. . . . .	Philadelphia, Penn.
Smith, Harry Lee. . . . .	Paris
Smith, Clifton Alexander. . . . .	Boley, Okla.
Thomas, Elwood Lee. . . . .	Jefferson City
Vaught, Stanley Phanzelo. . . . .	Johnston City, Tenn.
Viley, James Gordon.....	Huntsville
White, Glen Delma. . . . .	Sweet Springs
White, William. . . . .	Pittsburg, Kansas
Wilburn, Milton. . . . .	Hannibal
Williams, George Dewey. . . . .	Huntsdale
Willis, Henry. . . . .	Montgomery City
Wilson, Antonio Maceo. . . . .	Hannibal
Wilson, Martin Thurman. . . . .	Poplar Bluff
Total. . . . .	40

### MUSIC DEPARTMENT.

#### Piano, First Grade—Young Women.

Allen, Julia	Randolph, Dollie
Aitch, Ethel	Riddle, Gertrude
Bolton, Catherine	Riggs, Gertrude
Bush, Jaunita	Steele, Edwina
Bass, Jessie	Slaughter, Norean
Coleman,, Amy	Slaughter, Ille
Damel, Araminta	Slater, Violet
Edwards, Elizabeth.	Stevenson, Lizzie
Givens, Hattie	Thomas, Nellie
Hutton, Essie	Thomas, Anna
Jordan, Mabel	Thomas, Lois
Oliver, Lelia	Wallace, Clotilde
Total. . . . .	24

#### Young Men.

Anderson, William	McDonald, Murrell
Brown, Paige	Sears, Harry
Bryant, Linnear	Smith, Elzy
Fletcher, John	White, Joseph
Harvey, Floyd,	
Total. . . . .	9

**Second Grade—Young Women.**

Bruner, Edna	Porter, Verlee
Carter, Gertrude	Scott, Eula
Green, Margaret	Steele, Corinne
Gibbs, Geneva	White, Hortensea
Johnson, Josephine	Wallace, Marie
Miller, Mary	
Total. . . . .	11

**Young Men.**

Garvin, Elton	
Total. . . . .	1

**Third Grade—Young Women.**

Allen, Julia	Kenneibrew, Lenora
Bibbs, Mildred	Polk, Comfort
Beatty, Adelle	
Total. . . . .	5

**Fourth Grade—Young Women.**

Bragg, Margaret	Lyons, Maude
Garvin, Fannie	Martin, Lillian
Hall, LuVerna	Sneed, Cassie
Lansdown, Goldie	
Total. . . . .	7

**Fifth Grade—Young Women**

Banks, Rosa	Wallace, Jessie
Lewis, Naomi	Williams, Ruth
Martin, Ina	
Total. . . . .	5

**Young Men.**

Reedy, Walter	Wilburn, Milton
Total. . . . .	2

**Sixth Grade—Young Women.**

Drew, Eugenia	Roberts, Aline
Total. . . . .	2

**VOICE CULTURE.****Young Women.**

Drew, Eugeneia	Perry, Hazel
Dysen, Gwendolyn	Perry, Pearl
Kenneibrew, Lenora	Wallace, Jessie
Lealtad, Catherine	White, Horenssea
Nelson, Edith	
Total. . . . .	9

**Young Men.**

Gibson, Harry	Johnson, Hurley	White, Joseph
Total. . . . .		3

## VIOLIN.

## First Grade—Young Women.

Bass, Jessie	Heron, Irene	
Total. . . . .		2

## Young Men.

Frazier, Clifton	Reed, James	
Proctor, Charles,	Warren, John	
Ramsey, George		
Total. . . . .		5

## Second Grade—Young Men.

Foster, Beverly		
Total. . . . .		1

## Young Women.

Thomas, Omega		
Total. . . . .		1

## Third Grade—Young Women.

Allen, Julia Elizabeth	Perry, Hazel	
Total. . . . .		2

## Young Men.

Stewart, Eugene		
Total. . . . .		1

## Fourth Grade—Young Men.

Hervey, Floyd,		
Total. . . . .		1

## Fifth Grade—Young Women.

Roberts, Rhoda		
Total. . . . .		1

## MANDOLIN CLASS.

## First Grade—Young Men.

Foster, Beverly	Stewart, Eugene	
Cahill, Clyde,		
Total. . . . .		3

## GUITAR CLASS.

## First Grade—Young Men.

Garvin, Elton		
Total. . . . .		1

## Young Women.

Scott, Eula		
Total. . . . .		1

DEPARTMENT OF DRAWING, RAFFIA, REED WORK AND  
PAINTING ON TEXTILES, SATIN, LINEN, CHIFFON  
AND VELVETS.

## Arts and Crafts.

Boone, Cordelia	Phillips, Beulah	
Brice, Camille	Porter, Verelee	

Black, Ivory	Pitts, Elizabeth
Crump, Mabel	Randolph, Dollie
Day, Gertrude	Roberts, Aline
Drew, Eugenia	Roberts, Rhoda
Goins, Nannie	Scott, Eula
Grissom, Mabel	Tolson, Helen
Gooche, Edith	Tyndell, Lethia
Hall, LuVerna	Weathers, Edith
Hawkins, Minnie	Wilson, Flossie
Hathway, Elenor	Williams, Ella
Lewis, Naomi	Williams, Estelle
Martin, Lillian	Williams, Sophia
Mosley, Selma	Wright, Iona
Pollard, Cozette	
Total. . . . .	31

#### Painting on Textiles, Linen, Chiffon, Velvet.

Boone, Cordelia	Roberts, Aline
Childers, Eula	Roberts, Rhoda
Carter, Anna	Horrell, Olga
Goins, Nannie	Hawkins, Minnie
Horrell, Olga	Williams, Sophia
Pollard, Cozette	Williams, Estelle
Pitts, Elizabeth	Williams, Ella
Pettis, Leola	
Total. . . . .	15

#### Painting.

Carter, Anna	Wallace, Jessie
Horrell, Olga,	Lane, Edward
King, Cecile	White, Joseph
Roberts, Rhoda	
Total. . . . .	7

#### Book Binding.

Beaty, Ardell	Phillips, Beulah
Boone, Cordelia	Pettis, Leola
Brice, Comille	Perry, Pearl
Childers, Eula	Pollard, Cozette
Day, Gertrude	Steele, Edwina
Drew, Eugenia	Tyndell, Lethia
Gibbs, Geneva	Wesley, Mary
Goins, Nannie	Weathers, Edith
Grissom, Mabel	Wilson, Flossie
Hathway, Elenor	Williams, Ella
Lewis, Naomi,	Williams, Estelle
Martin, Lillian	Williams, Sophia
Martin, Ina	Wright, Iona
Mosley, Selma	
Total. . . . .	27



**Free Hand Drawing, Water Color, Designing and Lettering.  
Young Women.**

Beaty, Ardell	Martin, Ina
Bledsoe, Alma	Moore, Josephine
Childs, Nona	Mosley, Vivian
Childers, Eula	Polk, Comfort
Coleman, Grace	Perry, Pearl
Crabtree, Dollie	Pettis, Leola
Dorton, Frances	Robinson, Zee
Edwards, Elizabeth	Roberts, Mary
Gibbs, Geneva	Roberts, Sadie
Green, Pauline	Steele, Edwina
Harris, Leola	Thomas, Annie
Johnson, Josephine	Wesley, Mary
Jordon, Mabel	Williams, Corine
Total. . . . .	26

**Young Men.**

Armstrong, William	Jones, Edward
Bruner, Comanche	Keene, Cecile
Davis, DeWitt	Mason, Booker
Franklin, Homer	McGuire, Frederick
Frazier, Clifton	Nero, Henry
Gilbert, Wilbur	Sears, Harry
Harrison, William	Starr, James
Hill, Augustus	Turner, Elmore
Jones, Frances	Warren, John
Total. . . . .	18

**Drawing, Construction, Scissors Sketching.**

**Girls.**

Allen, Julia	Nero, Hattie
Anderson, Dorothy	Slater, Ethlyne
Bolton, Catherine	Slater, Ruby
Damel, Araminta	Sexton, Lucile
Hutton, Essie	Trigg, Pearl
Jamerson, Leora	Watts, Verilee
Total. . . . .	12

**Boys.**

Bolton, Pierce	Lansdown, Albert
Dean, Earl	Horrell, Archie
Holmes, Charles	Watts, Watson
Jamerson, Roy	Warren, Theodore
Total. . . . .	8

**DOMESTIC ART DEPARTMENT.**

**Art Needle Work.**

**First Year.**

Beatty, Adell	Hogue, Lucile M.
Bolridge, Flossie	Jones, Helen

Bragg, Margaret	Lynch, Elzira
Brown, Cloteal	Miller, Mary
Bruner, Edna	Murray, Adaline
Carson, Peggie	Thomas, Anna
Coleman, Grace	Waring, Eleanor
Coleman, Amy	Wesley, Mary
Garvin, Fannie	Wilkerson, Lorean
Givens, Hattie	
Total. . . . .	19

**Second Year.**

Anderson, Clara	Jackson, Edith
Carter, Wilma	Tyndell, Lethia
Total. . . . .	4

**Plain Sewing****First Year**

Burgess, Nadean	Riggs, Gertrude
Burgett, Lorean	Roberts, Mary
Cargile, Mary	Slater, Myrtle
Cargile, Julia	Sneed, Cassie
Freeman, Mattie	Steele, Edwina
Galbreath, Bertie	Thomas, Nellie
Gibbs, Geneva	Tyndell, Lurene
Lynes, Maude	Vaughn, Cora
Miller, Reta	Wallace, Jessie
Moore, Mary	Wallace, Cloteal
Muldrow, Thelma	Williams, Clemmie
Nelson, Edith	Williams, Sophie
Riddle, Gertrude	
Total. . . . .	25

**Elementary Sewing.**

Bledsoe, Alma	Jordon, Mable
Bolton, Catherine	Moore, Josephine
Coleman, Grace	Mosley, Vivian
Crabtree, Dollie	Nero, Hallie
Dorton, Frances	Polk, Comfort
Edwards, Elizabeth	Roberson, Zoe
Green, Margaret	Ross, Sadie
Harris, Leola	Slater, Ethelyn
Hutton, Essie	Watts, Verelee
Jamerson, Leora	White, Laura
Total. . . . .	20

**Dressmaking Department.****First Year.**

Martin, Ina	Miller, Mary
Aitch, Ethel	Murphy, Frosty
Bibbs, Mildred	Oliver, Lelia
Bragg, Margaret	Randolph, Dollie

Childers, Eula	Renti, Georgia
Coleman, Amy	Roberts, Aline
Evans, Mae	Roberts, Rhoda
Gooch, Edith	Stutts, Willie
Hayes, Laurabell	Thomas, Lois
Jennings, Lenora	Tolson, Helen
Jones, Helen	Vaughan, Cora
King, Lucile	Wesley, Mary
Lucas, Anna	
Total. ....	25

**Second Year.**

Anderson, Clara	Hawkins, Minnie
Banks, Clementine	Hogue, L.
Banks, Rose	King, Cecile
Bryant, Louise	Lewis, Naomi
Butler, Mamie	Martin, Lillian
Carter, Anna	Monroe, Geneva
Carter, Gertrude	Mosley, Selma
Carter, Wilma	Perry, Pearl
Collins, Lena, Mrs.	Porter, Verlee
Garvin, Fannie	Slaughter, Ille
Goins, Nannie	Steele, Corinne
Hathaway, Eleanor	Tyndell, Lethia
Total. ....	24

**Millinery.**

Childers, Eula	Murphy, Frosty
Jennings, Leora	Perry, Pearl
Jordan, Mabel	Vaughan, Cora
Total. ....	6

**DOMESTIC SCIENCE DEPARTMENT.****Teachers' Training Course.**

Crump, Mabel	Williams, Ella
Day, Gertrude	Wilson, Flossie
Mullins, Anna	Wright, Iona
Weathers, Edith	
Total. ....	7

**Advanced Cooking.****First Year.**

Brown, Clotilde	Thomas, Nellie
Bryant, Louise	Wallace, Marie
Rogers, Gussie	Weathers, Etta
Perry, Hazel	White, Hortense
Stutts, Willie	
Total. ....	9

**Second Year.**

Aitch, Ethel	Kenniebrew, Lenore
Banks, Annabell	Lewis, Naomi
Hensley, Lillian	Slaughter, Noreen
Johnson, Viola	Wallace, Cloteal
Total. . . . .	8

**Third Year.**

Cargile, Julia	Moore, Mary
Cargile, Mary	Pettis, Leola
Freeman, Mattie	Rector, Floyd
Givens, Hattie	Street, Olivia
Graham, Pearl	Westley, Mary
Johnson, Josephine	Wilkerson, Lorean
Total. . . . .	12

**DOMESTIC SCIENCE AND HOUSEHOLD MANAGEMENT.**

Boldridge, Flossie	Lucas, Anna
Burgett, Mattie	Roberts, Aline
Dyson, Gwendolyn	Roberts, Rhoda
Horrell, Olga	Smith, Mabel
King, Cecile	Thomas, Vivian
King, Lucile	Tucker, Anna
Total. . . . .	12

**Special Students**

Banks, Clementine	Hogue, Lucile M.
Banks, Juanita	Vaughn, Cora
Total. . . . .	4

**PREPARATORY DEPARTMENT.****First Year.**

Allen, Julia Elizabeth	Jenkins, Ella
Allen, Ruth Louise	Jones, Lirlita
Andrews, Dorothy	Sexton, Lucile
Andrews, Gertrude	Slater, Rube
Cross, Monrovia	Thomas, Helen
Damel, Armenta	Trigg, Pearl
Total. . . . .	12

**Second Year**

Bledsoe, Alma	Harris, Leola
Coleman, Grace	Jamerson, Leora
Crabtree, Dollie	Moore, Josephine
Bolton, Catherine	Rcbinson, Zoe
Dorton, Frances	Ross, Sadie
Edwards, Elizabeth	Slater, Ethelyn
Greene, Pauline	Watts, Verelee
Total. . . . .	14

**TAILORING DEPARTMENT.****First Year**

Addison, Marcus	Jones, Boyd
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Bryant, Linnear  
 Bradford, William  
 Brown, Otis  
 Davis, George  
 Durant, Ralph  
 Holder, Theodore  
 Hooper, William  
 Hill, Augustus  
 Jones, Frances  
 Jones, Edward

Jenkins, Haven  
 Kemp, William  
 Lunderman, Marion  
 Murphy, Marion  
 Murphy, John  
 Reed, Clifford  
 Robinson, Fletcher  
 Rollins, Alphonso  
 Shaw, Vivian

Total. . . . .21

#### Second Year

Bailey, Gary  
 Thomas, Rufus

Van Buren, William  
 White, Delma

Total. . . . .4

#### Third Year.

Brown, Jesse  
 Carter, Raymond  
 Farris, Cornelius

Hall, Lennie,  
 Kelley, Robert  
 Robinson, Harevy

Total. . . . .6

#### Post Graduates.

Hogan, Wilbur,  
 Mast, Albert

Marshall, Miller

Total. . . . .3

### SHOEMAKING

#### First Year

Carlock, Cecil  
 Erwin, Robert  
 Harrison, William  
 Napier, Lee  
 Patterson, George

Smith, William  
 Sears, Harry,  
 Walker, Clarence  
 Ward, Richard  
 White, William

Total. . . . .10

#### Second Year

Lane, Bassett

Turner, Elmore

Total. . . . .2

#### Third Year.

Reed, James

Fletcher, Russell

Total. . . . .2

#### Post Graduates.

Carter, James

Lane, Edward

Total. . . . .2

### MACHINERY DEPARTMENT.

#### First Year

Armstrong, William  
 Brown, Ornie  
 Brown, Page

Horrell, Seibert  
 Jones, Boyd  
 Manuel, Raymond





*A Class in Physical Culture*



Burnett, Boyd	Mason, Booker
Davis, DeWitt	Nero, Henry
Durant, Ralph	Pitts, Henry
Erwin, Robert	Ragland, Russell
Fletcher, John	Sears, Harry
Frazier, Clifton	Starr, James
Garvin, Elton	Ward, Richard
Goins, Virgil	Willis, Henry
Gooch, Wilbur	Williams, George
Groves, LeRoy	
Total. . . . .	25

**Second Year**

Blanchard, Oscar	
Total. . . . .	1

**Specials—First Year.**

Bland, William	Marriott, John
Blackwell, Fleetwood	Mansur, Virgil
Berry, Lee	Kennedy, Witt
Total. . . . .	6

**Second Year**

Berry, Remus	Moore, Glendie
Davis, Lawyer	
Total. . . . .	3

**AUTOMOBILE DEPARTMENT.****First Year**

Goode, William	Smith, Blaine
Harrison, William	Ramsay, George
Johnson, Joel	Rhineheart, Ernest
Lane, Edward	
Total. . . . .	7

**Second Year**

Cahill, Clyde	Carter, James
Total. . . . .	2

**BLACKSMITHING DEPARTMENT.****First Year**

Armstrong, William	Harrison, William
Burnett, Boyd	McDonald, Murrell
Davis, DeWitt	Pitts, Lewis
Durant, Ralph	Ragland, Russell
Erwin, Robert	Ramsay, George
Fletcher, John	Rhinehart, Ernest
Frazier, Clifton	Robbins, Homer
Garvin, Elton	Solomon, John
Goode, William	Sholes, Jackson
Gooche, Wilbur	Starr, James
Groves, LeRoy	Sears, Harry
Total. . . . .	22

Second Year.

Connor, Leslie	Smith, Elzy
Davis, Lawler	Smith, Blaine
Jones, Herman	Taylor, Mansfield
Total. . . . .	6

Special Students.

Blanchard, Oscar	Mansur, Virgil
Blackwell, Fleetwood	Willis, Henry
Bland, William	Williams, George
Mariott, John	
Total. . . . .	7

CARPENTRY DEPARTMENT.

First Year

Abington, Onward	Holmes, Charles
Bledsoe, Floyd	Keene, Cecil
Bolton, Millicent	Kelley, Richard
Bridges, Elmer	Manuel, Raymond
Bruner, Comanche	McAdams, Glenn
Carter, Oval	McGuire, Frederick
Claybrook, Brozy	Proctor, Charles
Damel, Carroll	Robinson, David
Dean, Earl	Stewart, Eugene
Franklin, Homer	Taylor, William
Gilbert, Wilbert	VanBuren, William
Green, Robert	Warren, John
Greer, Robert	White, Joseph
Harvey, Floyd	
Total. . . . .	27

Second Year.

Lee, Bishop	Jackson, George
Total. . . . .	2

Third Year.

Mariott, Henry	
Total. . . . .	1

Fourth Year.

Marshall, Raymond	
Total. . . . .	1

WOOD TURNING.

First Year.

Abington, Onward	Keene, Cecile
Bledsoe, Floyd	Manual, Raymond
Bruner, Comanche	Mason, Booker
Dean, Earl	McAdams, Glenn
Franklin, Homer	McGuire, Frederick
Gilbert, Wilbert	Proctor, Charles
Holmes, Charles	Warren, John
Total. . . . .	14

**MECHANICAL DRAWING.**

Armstrong, William	Greer, Robert
Bland, William	Moore, Glendi
Bridges, Elmer	Orme, Vernon
Claybrook, Brozy	Stewart, Eugene
Davis, Lawler	Robinson, David
Damel, Carroll	White, Joseph
Green, Robert	
Total. . . . .	13

**MASONARY DEPARTMENT.****Bricklaying, Concreting, Plastering**

Davis, James Randolph	Mason, Booker
Evans, James Pyrtle	Muldrew, Benjamin
Harrison, Lawrence	Nickens, Irvin
Hooper, William	Smith, Harry
Lee, Bishop	Schools, Jackson
Mansur, Hiawatha	Thomas, Elwood
Mason, Richard	Walker, Clarence
Total. . . . .	14

**AGRICULTURAL DEPARTMENT.****First Year.****Young Women.**

Bledsoe, Alma	Lynes, Maude
Coleman, Grace	Moore, Josephine
Crabtree, Dollie	Mosley, Vivian
Dorton, Frances	Robinson, Zoe
Harris, Leola	Ross, Sadie
Jordon, Mabel	Thomas, Gweneth
Total. . . . .	12

**Young Men.**

Blanchard, Oscar	Lee, Bishop
Bridges, Elmer	Napier, Lee
Bruner, Comache	Patterson, George
Cahill, Clyde	Starr, James
Foster, Beverly	Turner, Elmore
Hill, Augustus	
Total. . . . .	11

**Second Year.****Young Women.**

Evans, Mae	Lansdown, Goldie
Total. . . . .	2

**Young Men.**

Carter, Raymond	Reedy, Walter
Madison, Douglass	Stevenson, Oliver
Mast, Albert	
Total. . . . .	5



## Third Year.

## Young Men.

Evans, Ray

Total. . . . .1

## Fourth Year.

## Young Men.

Chapple, Leon

Total. . . . .1

## SUMMARY

1916-1917.

## NORMAL DEPARTMENT.

## Senior Class.

Young men. . . . .	12	
Young women. . . . .	24	36

## Junior Class.

Young men. . . . .	5	
Young women. . . . .	10	15

## HIGH SCHOOL DEPARTMENT.

## Senior Class.

Young men. . . . .	13	
Young women. . . . .	16	29

## Junior Class.

Young men. . . . .	22	
Young women. . . . .	19	41

## Sophomore Class.

Young men. . . . .	16	
Young women. . . . .	24	40

## Freshman Class.

Young men. . . . .	29	
Young women. . . . .	29	58

## PRE-ACADEMIC DEPARTMENTS.

## "B" Class.

Young men. . . . .	14	
Young women. . . . .	5	19

## "C" Class.

Young men. . . . .	9	
Young women. . . . .	15	24

## "D" Class.

Young men. . . . .	4	
Young women. . . . .	7	11

## SPECIAL STUDENTS.

Young men. . . . .	40	
Young women. . . . .	14	54

## Model School.

Boys. . . . .	25	
Girls. . . . .	25	50

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Grand total. . . . . 383

Counties represented. . . . .

States represented. . . . .

Canada. . . . . 1

# ALUMNI REGISTER

## Roster of the Alumni Association.

D. O. Boone, Jr.	President
Geo. W. Jackson	Vice-President
H. S. Tayes.	Secretary
Margaret Lane.	Recording Secretary

(Members of the Alumni are requested to keep in touch with the school and to notify the President of any changes of address that may take place during the year.)

1876.

### Normal Department.

Agee, John.	St. Louis*
Jones, William H.	Principal Bartlette High School, St. Joseph
Total.	2

1877.

### Normal Department.

Cerre, Harriett M. (Irvin)	St. Louis
Oliver, Harriet.	Supt. Girls' Industrial Home, Tipton, Mo.
Vaughn, Clay.	Moberly
Total.	3

1878.

### Normal Department.

Lewis, James.	Paris*
Wood, Riceler.	Macon*
Total.	2

1879.

### Normal Department.

Drake, Ida (Garnett)	Gary, Ind.
Green, George H.	Principal High School, Lexington
Houston, Florence (Duckett)	St. Paul, Minn.
Total.	3

1880.

### Normal Department.

Hardrick, Burton A.	Springfield*
Matlock, Thomas N.	St. Joseph
McAdams, William H.	Springfield
Scruggs, Morris A.	Higginsville
Total.	4

1881.

### Normal Department.

Callark, Henry.	In business, Langston, Okla.
Davis, Ella (Mrs. Alonzo Cassell)	Huntington Beach, Cal
Fouche, Mary I.	Teacher, Public School, Independence

\*Deceased

Hardrick, James S. ....	Merchant, Springfield
Rutledge, James M. ....	Jefferson City*
Total. ....	5

1882.

**Normal Department.**

Graham, Catherine M. (Fields) .....	Columbia
Jameson, Alice (Graham). ....	Jefferson City*
Brown, Parson. ....	Kansas City
Fisher, John M. ....	Louisiana*
Moore, Andrew B. ....	Columbia*
Simms, John H. ....	Principal Lincoln School, St. Joseph
Wilson, Archibald M. ....	Principal Public School, Kansas City
Total. ....	7

1883.

**Normal Department.**

Smith, Charles M. ....	Birmingham, Ala.*
Williams, Louis. ....	Clerk Naval Yard, Mare Island, California
Total. ....	2

1884.

Farmer, Walter M. ....	Lawyer, Chicago
Green, Norman T. ....	Letter Carrier, Joplin
Harrison, William H. ....	Louisiana*
Lansdown, William H. ....	Jefferson City
Wood, Walker G. ....	Kansas City, Kans.
Total. ....	5

1885.

**Normal Department.**

Jordan, Calpurnia (Edwards) .....	Kansas City
Barnes, Ransom. ....	Physician, Cleburne, Texas
Bradley, Isaac F. ....	Lawyer, Kansas City, Kans.
Carter, Daniel. ....	Kansas City, Kans.
Jones, George A. M. ....	In business, Ann Arbor, Mich.
Scruggs, Enos L. ....	Pastor Baptist Church, Jacksonville, Ill.
Total. ....	6

1887.

**Normal Department.**

Matlock, Minerva J. (Jackson) .....	Boulder, Colo.
Shadrick, Ella N. ....	St. Joseph
Total. ....	2

1886.

**Normal Department.**

Higgins, Rebecca B. (Burris) .....	Sedalia*
Taylor, Susan J. (Johnson) .....	Teacher, Sedalia
Abington, George S. ....	Principal Public School, Clarksville
Kenner, James H. ....	Marshall
Mozell, James W. ....	Assistant Prin. Public School, Lynchburg, Va.
Smith, John H. ....	Guard Government Indian School, Oklahoma
Total. ....	6

\*Deceased.

1888.

**Normal Department.**

Adams, Anna F. (Henly)	Teacher, Okmulgee, Okla.
Anthony, David W.	Post Office, St. Louis
Bryant, John S.	Warrensburg
Gilliam, Solomon.	Principal Public School, Vian, Okla.
Lane, Jacob I.	Louisiana*
Total.	5

1889.

Dorton, Frances B. (Grant)	Teacher, Kansas City, Kans.
Mansfield, Frances (Brashears)	In business, Seattle, Wash.
Matlock, Frances M. (Stokes)	Denver, Colo.
Coleman, James B.	In business, Columbia
Haley, Henry H.	Oklahoma
Total.	5

1890.

**Normal Department.**

Herndon, Mary W.	Teacher, Pleasant Hill
Morton, Zephyr C. (Morris)	St. Joseph
Perkins, Nellie E.	St. Louis*
Brooks, William.	Caruthersville
Vernon, William T.	Pastor, A. M. E. Church, Memphis, Tenn.
Total.	5

1891.

**Normal Department.**

Clark, Ernest W.	Teacher High School, Evansville, Ind.
Total.	1

1892.

**Normal Department.**

Lewis, Mary F.	Teacher Western Baptist College, Macon
Boler, Robert J.	St. Louis*
Mebane, J. C.	Langston, Okla.
Total.	3

1893.

**Normal Department.**

Ridgeway, Margaret P.	Teacher, Columbia
Hunter, Charles S.	Clerk Water Works Office, St. Louis
Leonard, George D.	Jefferson City
Total.	3

1894.

**Normal Department.**

Jackson, William A.	Teacher, Western University, Quindaro, Kans., Kansas City, Kans.
Total.	1
*Deceased.	



**Normal Department.**

Brown, Laura (Gibson).....	Teacher, Boyton, Okla.
Payne, Della D.....	Fulton*
Henderson, William E.....	Teacher, Public School, Guthrie, Okla.
Payne, Walter C.....	In business, Fulton
Reynolds, Archie. . . . .	Topeka, Kans.*
Total. . . . .	5

1895.

**Normal Department.**

Roberts, Celia S. (Mike).....	Jefferson City*
Yancey, Dolly (Hightower).....	Kansas City
Cherry, William M.....	New Madrid*
Edwards, James O.....	St. Louis
Gunnell, William A.....	St. Louis
Henderson, Luther. Teacher, Western Baptist College, Macon, Mo.	
Morris, Harold N.....	St. Louis
Ridgeway, Thomas E.....	Columbia*
Williams, George. . . . .	Post Office, St. Louis
Total. . . . .	9

1896.

**Normal Department.**

Reynolds, Archie L. . . . .	Topeka, Kans.*
Shelton, William O.....	Post Office, St. Louis.
Total. . . . .	2

**Normal Department.**

Fisher, Effie B. (Mrs. A. R. Chinn).....	Glasgow
Henderson, Reuben A. . . . .	Physician, Pueblo, Colo.
Hubbard Christopher C.....	Principal High School, Sedalia
Total. . . . .	3

1897.

**Normal Department.**

Shackleford, Otis M.....	St. Louis
Wade, Edward. . . . .	Postoffice, St. Louis
Total. . . . .	2

**Normal Department.**

Barbour, Amanda. . . . .	Teacher Public School, Kansas City
Bell, Harriet M.....	St. Louis
Douglass, Eula L. (Jones).....	Teacher, Columbia
Henderson, Lillian. . . . .	Teacher, Guthrie, Okla.
McMahan, Mary E. (Mrs. John Goins).....	Jefferson City
Pennick, Virginia (Smith).....	Kansas City
Thornton, Mea. . . . .	Denver, Colo.*
Young, Adora. . . . .	Chicago, Ill.
Burton, John H.....	Jefferson City
Coleman, James H.....	Principal Public Schools, St. Joseph
Cook, Francis E. . . . .	Railway Mail Service, Chicago, Ill.

\*Deceased.

Murphy, John W. ....	Post Office, St. Louis
Sneed, George W. ....	Centralia
Thompson, Henry F. ....	Principal Public School, Warrensburg.
Total. . . . .	14

1898.

## Normal Department.

Webster, Emmett R. ....	Post Office, Denver, Colo.
Total. . . . .	1

## Normal Department.

Bias, Elizabeth (Rose) .....	Palmyra*
Bryant, Lillian L. (Baker) .....	Liberty
Capps, Lelia (Greene) .....	St. Louis
Graham, Sarah A. (Robinson) .....	Kansas City, Kans.
Lewis, Julia M. ....	Marshall*
Morrison, Blanche K. ....	Teacher High School, St. Joseph
Page, Zelia N. (Breaux) ..	Teacher, N. C. and A. University

Langston, Okla.

Poage, Nellie N. (Mrs. Howard Jenkins) .....	Denver, Colo.
Walker, Jesse E. ....	Marshalltown, Iowa
Bennett, Thomas, J. ....	Chicago, Ill.
Brisco, Calvin A. . . . .	Dentist, Sedalia*
Craddock, Arthur. . . . .	St. Louis*
Douglass, William A. ....	Kansas City, Kans.*
Hubbard, Bishop A. ....	Louisiana*
Jenkins, Howard. . . . .	Letter Carrier, Denver, Colo.
Leonard, Warren B. ....	Jefferson City*
Logan, Rufus L. . . . .	Columbia
Sloan, Henry G. . . . .	St. Louis*
Summers, Robert L. ....	Dentist, Louisville, Ky.
Talton, John L. F. ....	Principal Public School, Kansas City
Total. . . . .	20

1899.

## Normal Department.

Foster, Ada E. ....	Kansas City
Hawkins, Idella (Mrs. J. P. McDonnell) .....	Tipton
Ingram, Cera L. (West) .....	Langston, Okla.
Minor, Gertrude E. (Hackley) .....	Chicago, Ill.
Minor, Josephine G. (Jones) .....	Kansas City
Walton, Cordell (Dickerson) .....	Columbia
Woods, Mary A. ....	Chicago, Ill.
Woods, Mary F. ....	Teacher Public Schools, Kansas City
Emory, Ernest W. ....	Principal Public School, St. Charles
Ewing, James E. ....	St. Louis
Gregory, George L. ....	Farming, Martinsburg
Nuttall, S. H. ....	Principal Public Schools, Kansas City, Kans.
Spencer, William T. ....	Post Office, St. Louis
Total. . . . .	13

\*Deceased.

1900.

**Collegiate Department.**

Green, George H. . . . .	Principal High School, Lexington
Total. . . . .	1

**Normal Department.**

Boone, Ella E. . . . .	Moberly
Lane, Frances (Bias) . . . . .	Shaw University, Raleigh, N. C.
Randell, Estella (Thomas) . . . . .	St. Louis
Roberts, Octave (Raimey) . . . . .	Dressmaker, St. Louis
Stills, Edna G. (Mrs. W. R. Carter) . . . . .	Teacher Industrial Institute, Topeka, Kans.
Waller, Cara. . . . .	Kansas City*
Bolden, A. B. . . . .	Principal Public School, Salisbury
Coleman, John S. . . . .	Railway Mail Service, Kansas City
Davis, John B. . . . .	Principal Public School, Poplar Bluff
Givens, Perry C. . . . .	Sedalia
Harrison, Walter H. . . . .	Principal Public School, Kansas City
Jackson, Arthur S. . . . .	Louisville, Ky*
Jones Henry J. . . . .	Principal Public School, Excelsior Springs
McGruder, Levi I. . . . .	Denver, Colo.
Parks, William A. J. . . . .	Physician, Ashbury Park, N. J.
Spencer, Oscar. . . . .	Principal Public School, Nowata, Okla.
Watts, Hardie C. . . . .	Kansas City
Williams, Virgil E. . . . .	Principal Public School, Chillicothe
Total. . . . .	18

**Collegiate Department.**

1901.

Bias, John H. . . . .	Professor of Science, Shaw Univ., Raleigh, N. C.
Stewart, William. . . . .	In business, Kansas City
Total. . . . .	2

**Normal Department.**

1901.

Drake, Jessie. . . . .	Carrollton
Dyer, Ernestine (Mrs. Dr. Thomas Stewart) . . . . .	St. Louis
Kennedy, Frankie. . . . .	Teacher Public School, Kansas City
Lewis, Lizzie. . . . .	Kansas City*
Pigeon, Florence G. . . . .	Teacher of Instrumental Music, Lincoln Institute
Richardsen, Maude (Billips) . . . . .	Teacher, St. Charles
Wright, Flora M. (Rollins) . . . . .	Sedalia
Baskett, Turner J. M. . . . .	Physician, Coffeyville, Kans.
Diggs, Marion. . . . .	Chicago, Ill.
Hamilton, William . . . . .	Clerk Postoffice, Chicago, Ill.
Henderson, A. J. . . . .	Railway Mail Clerk, Bloomington, Ill.
Heward, William. . . . .	Tipton*
McGee, Fletcher. . . . .	Teacher Man. Training, High School, St. Joseph

\*Deceased.

Moore, Thomas.....	Principal Public School, Webster Groves
Nance, Oliver O.....	Principal Public School, Cape Girardeau
Shackleford, Elmer.....	Lawyer, Kansas City, Kans.
Spann, Robert S. . . . .	Clerk, Postoffice, New York
Thompkins, William J.....	Physician, Kansas City
West, Romeo Allen..	Secretary and Superintendent Grounds and Building, Lincoln Institute, Jefferson City
Total. . . . .	19

**Honorary Degrees—A. M.**

1898.

Scruggs, Enos L.....	Pastor Baptist Church, Jacksonville, Ill. 1900, B. S. D.
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Baldwin, James W.....	Kansas City*
Harris, Joseph Silas. . . . .	Kansas City

A. M. 1901

Vernon, Wm. T.....	Pastor A. M. E. Church, Memphis, Tenn. 1902.
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**Normal Department.**

Bennett, Leona Maurine.....	Jefferson City*
Brochies, Parthenia Lillian (Mrs. Leslie F. Clark).....	Joplin
Brown, Ella Nora (Lane).....	Columbia
Douglass, Laura Jean (James).....	Kansas City, Kansas.
Floyd, Edyth. . . . .	Dressmaker, East St. Louis, Ill.
Jackson, Laura Alice (Mrs. Grant U. Tayes)	

In business, Jefferson City

Montgomery, Pearl Gladys.....	Teacher, Independence
Richardson, Mary Ellis.....	Denver, Colo.
Shores, Martha Dorothy.....	Teacher, Mona
Smith, Sarah Jaunita (Abington).....	St. Charles
Vernon, Essie Jean.....	Teacher, Western University,

Quindaro, Kans.

Watson, Margaret Agnes. . . . .	Kansas City
Winfrey, Estella Mae (Mrs. Lewis Woods).....	Kansas City
Allen, Ira Joseph.....	Carrollton
Bradberry, Anderson Davis.....	Physician, Kansas City
Brooks, Charlie H. . . . .	Teacher Public School, Jefferson City
Cole, Arvelle Richard. . . . .	In business, St. Louis
Cooper, John William.....	Farming, Warrensburg
Christian, William Cornelius.....	Kansas City
Davidson, George Kussner.....	Muskogee, Okla.
Dupee, Chauncey Okley.....	Odgen, Utah
Fullbright, James Milton.....	Springfield
Gordon, Thomas Payne. . . . .	St. Louis
Mosley, Joseph Zephania.....	Teacher, Columbia
Renfro, John Harvey. . . . .	Columbia

\*Deceased.

Ross, Henry Peter. . . . .	In business, Portland, Oregon
Ross, Whitfield. . . . .	Teacher, Kansas City
Rose, Alonzo Wilkerson. . . . .	Louisiana*
Strawn, James Gillispie. . . . .	Columbia
Williams, William V. . . . .	Post Office, St. Louis
Woods, Lewis Ethel. . . . .	Kansas City
Total. . . . .	31

1903.

**Collegiate Department.**

Williams, James Walter. . . . .	Detroit, Mich.
Total. . . . .	1

**Normal Department.**

Anderson, Geona (Mrs. H. V. Wallace). . . . .	Teacher, Carthage
Bradshaw, Ruby E. (Mrs. Slater Logan). . . . .	Kansas City
Caves, Nettie (Mrs. I. J. Hicks). . . . .	Mexico
Hawkins, Mae (Duffy). . . . .	Springfield
Johnson, Luanna (Mrs. J. W. Jackson). . . . .	Lawrence, Kans.
Kirklin, Stella (Mrs. James Renfro). . . . .	Lawrence, Kans.
Nearguard, Sophronia (Day). . . . .	Springfield
Nevins, Belle. . . . .	Fulton
Patterson, Arthur Bruce. . . . .	Physician, Nashville, Tenn.
Parks, Lulu (Mrs. James Hill). . . . .	Wichita, Kans.
Raglain, Nellie. . . . .	Teacher, Independence
Sanderson, Lizzie (Booker). . . . .	St. Louis
Smith, Naomi. . . . .	Springfield
Bias, Joseph. . . . .	Physician, Shelbyville, Tenn.
Boone, Simon. . . . .	Post Office, Moberly
Buckner, Arthur J. . . . .	Post Office, St. Louis
Burnett, Wesley E. . . . .	Physician, Chicago, Ill.
Clark, Leslie F. . . . .	Principal Public School, Joplin
Harris, John. . . . .	Kansas City
Logan, Slater. . . . .	Columbia
McWorter, Reuben S. . . . .	Post Office, St. Louis
O'Neal, Oscar F. . . . .	St. Louis
Parker, Frederic. . . . .	In business, St. Louis
Wallace, Hugh V. . . . .	Principal Public School, Carthage
Wilburn, Clarence. . . . .	Teacher, Springfield
Total. . . . .	25

**Normal Department.**

1904.

Berry, Lulu (Walker). . . . .	Denver, Colo.
Brown, Lillian (Mrs. Reuben Henderson). . . . .	Pueblo, Colo.
Bruce, Zenobia (Clark). . . . .	Denver, Colo.
Ellis, Lillie (Douglass). . . . .	St. Louis

\*Deceased.



Hunter, Georgia (Tilford).....	Teacher, Fulton
Knox, Ruth (Mrs. R. C. Wassom).....	Kansas City
Johnson, Ruth. ....	Kansas City
Johnson, Maggie. ....	Teacher, Mayview
Johnson, Ruth (Steele).....	Chicago, Ill.
Mayberry, Geneva (Dowell).....	St. Louis
Moten, Effie (Brown).....	Kansas City, Kans.
Moore, Blanche. ....	Dressmaker, Nevada
Nelson, Lade B. ....	Teacher, St. Clair
Parks, Mary A. ....	Ft. Scott, Kans.
Rogers, Laura V. ....	Jefferson City
Ramsey, Lillian (Mrs. Woody Burgett).....	Jefferson City
Saunders, Sadie. ....	Columbia
Vaughan, Ernie Mae. ....	Moberly
Watts, Coebra M. (Mrs. Brown).....	Kansas City
Williams, Alta (Mrs. Wm. Jacobs.....	Richmond
Zimmerman, Stella. ....	Teacher, Quincy, Ill.
Armstrong, Arthur. ....	Independence
Bolden, Truman H. ....	Dentist, East St. Louis, Ill.*
Caldwell, Charles H. ....	St. Louis
Douthit, J. Wesley. ....	Post Office, St. Louis
Fields, Archie. ....	St. Louis
Gains, William. ....	St. Louis
Goins, Rev. John.....	Pastor Second Baptist Church, Jefferson City
Goodson, W. H. ....	Teacher, Custer City, Okla.
Graham, Charles Calvin.....	Durant, Okla.*
Kidd, Toil J. ....	Teacher, Tulsa, Okla.
Lewis, Thomas A. ....	Physician, Little Rock, Ark.
Madison, Amos B. ....	Physician, St. Louis
Nelson, James. ....	Letter Carrier, St. Louis
Poston, Paul H. ....	St. Louis
Quinn, Leslie B. ....	Principal Public School, Moberly
Saunders, Frank. ....	Kansas City
Sexton, Wheeler W. ....	Jefferson City
Sexton, Paul. ....	St. Louis
Simms, Albert. ....	Post Office, St. Louis
Shackleford, Moses. ....	St. Louis
Strawn, Arthur D. ....	Columbia
Wise, Wilfred.....	Principal Public School, Union
Total. ....	43

### Normal Department.

1905.

Brosius, Maggie. ....	Excelsior Springs
Collins, Addie (Smith).....	Lexington*
Faris, Anni <sup>2</sup> . ....	Los Angeles, Cal.
Fuel, Melissa M. (Cuthar).....	Joplin

\*Deceased.



RECEPTION ROOM—LADIES' DORMITORY



Hillman, Odessa M.	Teacher, Chillicothe
Johnson, Augusta.	Kansas City
Koontz, Georgia (Smith)	Teacher, Tuskegee Institute, Alabama
Lamme, Birdie M.	Teacher, Akmulgee, Okla.
Longdon, Estella.	Jefferson City
McNeal, Lena Pearl (Mrs. R. B. DeFranz)	Kansas City
Roberts, Mary (Mike)	Jefferson City*
Schweich, Jennie (Mrs. Edwrd Brunett)	Chicago, Ill.
Schweich, Ida (Mrs. Jas. Jackson)	Sedalia
Taylor, Ada.	Teacher, Tulsa, Okla.
Wainwright, Ura (Mrs. James Saunders)	Kansas City
Williams Addie (Rogers)	Matron Orphans Home, St. Louis
Williams, Mildred F. (Mrs. E. O. Boone)	Maryville
Walton, Russie (Mrs. Logan Williams)	Columbia
Whyte, Hazel (Jones)	Denver, Colo.
Bryant, Albert.	St. Louis
Brown, John.	Farming, New Franklin
Finley, Wagner W.	Kansas City
Hill, Seamon H.	Principal Public School, Beggs, Okla.
Miller, Clarence.	Letter Carrier, Seattle, Wash.
Moore, Otis.	Physician, Columbia
Payne, Alvin F.	Kansas City
Rutledge, Winfred M.	St. Paul, Minn.
Strawn, Estil Y.	Physician, St. Joseph
Saunders, James A.	In business, St. Joseph
Thomas, Wm. H.	Chicago, Ill.
Teeters, Henry.	In business, Chicago, Ill.
Tillman, Alonzo.	Physician, Kansas City
Wilson, Emanuel.	Teacher, Jackson
Wilbur, Homer.	Teacher High School, Kansas City, Kans.
Total.	34

#### Summer School.

1905.

Hicks, Isaac J.	Principal Public School, Mexico
Lane, Benora (High Smith)	Carrollton
Jacobs, William M.	Principal Richmond
George L. Perry.	Principal Public School, Guthrie, Okla.

#### Normal Department.

1906.

#### Young Women.

Bell, Louise Alice.	In business, St. Joseph
Chew, Ella Madge.	Teacher, Richmond
Goodson, Elizabeth Oliva.	Teacher, Custer City, Okla.
Grant Lenora Esther (Mrs. James Gay)	Liberty
Gross, Ethyl De Barry.	Teacher Public School, St. Joseph
Foster, Josephine Ethly.	Douglass, Ariz.

\*Deceased.

Haynaes, Ollie Elsie (Greer).....	Sweet Springs
Holland, Cleota Etta (Ferguson).....	Omaha, Neb.
Hord, Lillian Frances.....	Teacher, Chamois
Johnson, Augusta Basheba.....	Kansas City
Jackson, Lelia (Taylor).....	St. Louis
Jones, Cassandra (Carter).....	Teacher, Poplar Bluff
Lee, Edna Victoria.....	St. Joseph
Mosley, Maude Pauline.....	Kansas City
McDaniels, Elizabeth Gladys.....	Teacher, Clinton
Nichols, Eva Sue. . . . .	Denver, Colo.
Payne, Edith Myrtle. . . . .	Glasgow*
Shropshire, Alice Mary.....	Palmyra*
Stradford, Carrie Elain (Mrs. Wm. R. Nelson).....	St. Louis
Thompson, Dorothy Cecil.....	Teacher, Chickasha, Okla.
Townsend, Kitsy Dewitt.....	Teacher, Cape Girardeau
Vaughn, Myrtle. . . . .	Moberly
Webster, Edith. . . . .	Nurse Training, City Hospital, Kansas City
Wise, Rethia (Mrs. Rev. Williamson).....	Versailles

#### Ycung Men.

Pearl, Martin Albert.....	Teacher, Allensville
Butler, Harvey Hezekiah.....	Washington, D. C.
Francis, Nicholas Payne.....	Kansas City
Higgs, Albert Sidney.....	Springfield*
Hunter, Haley William.....	Auxvasse
Jamison, Leroy William.....	Blackwater
Jeffreys, Festus William.....	Chicago, Ill.
Johnson, Joseph Henry.....	Muskogee, Okla.
Lee, Edgar Allen.....	Fulton
Morris, Bothwell Wesley. . . . .	Principal, Bunceton
Oliver, Virgil Cecil.....	St. Joseph
Rucker, Charles Babington.....	Boulder, Colo.
Shackleford, Robert George.....	St. Louis
Young, Charles Andrew.....	Anaconda, Mont.
Total. . . . .	39

#### Nermal Department.

1907.

#### Young Wemen.

Akers, Nelly Lesta (Montgomery).....	Los Angeles, Cal.
Anthony Anna Hortense (Mrs. Bevely Smith).....	Jefferson City
Burns, Leola (Armstrong).....	St. Joseph
Ccooper, Ruth Elaine (Mrs. Charles Caldwell).....	St. Louis
Dayton, Emma. . . . .	Teacher, Weston
Dixon, Lelia. . . . .	Kansas City
Fischer, Anna Mae (Pazer).....	In business, Columbia
Freeman, Eunice Pearl (Porter).....	Sweet Springs*
Holmes, Rosa Anna. . . . .	Richmond

\*Deceased.



Harper, Anna Carlota (Mrs. W. H. Thomas)	Chicago, Ill.
Horrell, Ivory Ancil (Green)	Teacher, Nelson
Horrell, Jeanette Andy	Teacher, Appleton City
Johnson, Myrtle Anette	Teacher, St. Joseph
Millen, Edith Mae	Teacher, Pheonix, Ariz.
Proctor, Millie.	Teacher, Warsaw
Renfro, Daisy Dean (Williams)	Sparta, Ill.
Sydes, Lucinda Carrie (Millisan)	St. Louis
Sutherlin, Sally	Teacher, Fulton
Tillman, Portia Brown (Mrs. Harry Johnson)	Kansas City
Willis, Margaret Mae	Denver, Colo.
Williams, Mayzell Elizabeth (Washington)	Kansas City, Kans.
Yates, Josephine Silone	Teacher High School, Kansas City

**Young Men.**

Allen, Tolbert Edgarton	Denver, Colo.
Anderson, William Shakespeare	Principal Public School, Centralia
Bush, Nathaniel Enderson	Principal, Independence
Davis, Clarence Jefferson	Farming, Haskell, Okla.
Jennings, Moody Sanctum	Salina, Kans.
Kimbrough, Chester George	Atlanta, Ga.
Schweich, Virgil Julius	Columbia
Spencer, Charles Louis	Jefferson City
Trent, Lowrence Birch	Kansas City
Wyatt, Ira Lee	Montgomery City
Wade, John Columbus	Principal, Grand Tower, Ill.
Total	33

**Normal Department.**

1908.

**Young Women.**

Bennett, Rosetta Annetta	Jefferson City
Brosius, Jessie Elizabeth (Mrs. Arville Wilkins)	St. Louis*
Brooks, America Hora	Teacher, St. Clair
Casey, Honor Vivian (Nelson)	Fredericktown
Chrisman, Lillian Grant	Teacher, Okmulgee, Okla.
Ford, Ledley Gertrude (Guy)	Topeka, Kans.
Foster, Myrtle	Teacher, Claremore, Okla.
Freeman, Auline Anne (Brown)	Teacher, Lexington
Garnett, Ida Drake	Teacher, Quincy, Ill.
Hickersen, Clar Elizabeth	Kansas City
Hopkins, Lena B.	Cheyenne, Wyo.
Hughes, Hattie Mae	Teacher, Portland
Jackson, Zenobia Page	Teacher, Claremore, Okla.
King, Floy Pearl	Teacher, Jefferson City
Payne, Beulah Della	Principal B. F. Allen School, Pilot Grove
Patterson, Alma Hannah	St. Louis
Pollard, Willie Silone (Allen)	Teacher, DeSota
Pugh, Hester	Teacher, Richmond
Simms, Cora Lee	St. Louis
Wright, Antoinette Elizabeth (Mrs. James Ferrell)	Sedalia

Smith, Jennie Mary.....	Versailles
Stone, Myrtle Lee.....	Teacher, St. Joseph
Saunders, Frances Major. . . . .	Kansas City
Whittaker, Mary Beatrice.....	Coffeyville, Kansas
Williams, Alma Grace.....	Teacher, Columbia

**Young Men.**

Boyd, Wayman Kelles.....	St. Louis
Clark, Edward Forest.....	Muskogee, Okla.*
Collins, Victor Homer.....	Teacher, Lincoln Institute
Johnson, Edward Plato.....	Kansas City, Kans.
Miller, Bret Maurice.....	Letter Carrier, Seattle, Wash.
McDowel, Edward Toussaint.....	Hannibal*
Scott, William Caesar. . . . .	Dallas, Texas
Schweich, Houston Sailes.....	Columbia
Tayes, Grant Ulysses.....	In business, Jefferson City
Turner, Ezra William.....	Principal, Pleasant Hill
Viley, Edward Joseph.....	Huntsville
Viley, Walter Logan. . . . .	Indianapolis, Ind.
Walker, Homer Lafayette.....	St. Joseph
Williams, Jay Tee.....	In business, Vinita, Okla.
Total, . . . . .	39

**Honorary Degree—A. M.**

1909.

Kenner, James H.....	Marshall
Simms, John H.....	St. Joseph

**Normal Department.**

1909.

Belle, Mabel Mae.....	Teacher, West Plains
Bauchamp, Minnie Mae.....	Teacher, Mexico
Clark, Ada Estell.....	Teacher, Independence
Childs, Cora Katherine.....	Teacher, Independence, Okla.
Colby, Geneva Cresap.....	Teacher, Verdigris, Okla.
Corneal, Grazia Stanton.....	Teacher High School, Springfield
Daniels, Cora Mae.....	Teacher, Mayview
DeHart, Jennie Virginia.....	Teacher, Tebbetts
Emery, Mabel Mae.....	Teacher, Weston
Gatewood, Mayme Ella (Mrs. H. L. Cox).....	Kansas City
Henderson, Ethel Lee.....	Teacher, Lexington
Higginbotham, Grace Mabel.....	Festus
Hundley, Mayme Elliott. . . . .	Teacher, St. Joseph
Jimmerson, Jessie Mable.....	Teacher, Fayette
Johnson, Ruth Malinda.....	Great Bend, Kans.*
Jones, Zenhia Athleen (Mrs. Clark Rodgers).....	Independence
Jones, Blanche (Davis).....	Jonesburg
Lansdown, Edna Emily.....	Teacher, Montrose
McGee, Bessie Halleau (Burnette).....	Festus
Pollard Abbie Helen.....	Teacher, Higginsville

\*Deceased.

Rhodes, Edna Lee.....	Teacher, Trenton
Ricketts, Helen Lucile (Nelson).....	St. Joseph
Robinson, Lottie (Mrs. Sumner Rhodes).....	Blue Springs
Riley, Ethel.....	Teacher, Plattsburg
Salies, Bertha Margaret.....	Teacher, Columbia
Scott, Mathe Norine.....	Teacher, Wichita, Kans.
Sisson, Edna Iris (Brooks).....	Des Moines, Iowa
Smith, Maude Joyce (Preston).....	Teacher, Okmulgee, Okla.
Smith, Blanche (Benning).....	St. Louis
Terrell, Lessie Leona.....	Colfax, Iowa
Smith, Charlotte Elsie.....	Leavenworth, Kans.
Venters, Eva Mae.....	Teacher, Vinita, Okla.
Williams, Maude Della (Mrs. Campbell).....	Macon, City
Williams, Clara Nellie.....	Teacher, Vinita, Okla.
Woodson, Bertha Gertrude.....	Sulphur Springs
Wright, Lucile Elaine (Washington).....	In business, Tulsa, Okla.
Wyne, Callye Jordan.....	St. Joseph
Cooper, Credick Leslie.....	Springfield
Crossland, John Russell.....	Physician, St. Joseph
Crouch, Ernest Eugene.....	St. Louis
Garrett, William Vail.....	London, England
Gorum, Troy Porter.....	St. Louis
Green, Archie Addison.....	Jefferson City
Henderson, Newton Jesse.....	Railroad Mail Service, St. Louis
Johnson, Russell Earl.....	Teacher, Parkville
Kimbrough, Andrew Lawrence.....	Pastor A. M. E. Church, Winfield, Kans.
Lillard, Benjamin Harrison.....	Mexico
Martin, Charles Lewis.....	St. Louis
Miles, Russell Thomas.....	Missouri Valley, Iowa
Murphy, Lorillard Quintice.....	St. Louis
Porter, Harry Woodson.....	Teacher, Sweet Springs
Wilkins, Arvilla Morgan.....	Railroad Mail Service, St. Louis
Zummerman, Hermes.....	Haley, Ill.
Total.....	53

## Normal Department.

1910.

Baker, Hazel.....	Maryville
Ball, Pauline Bloise.....	Teacher, Lexington
Brooks, Bessie Bell.....	Buxton, Iowa
Callaway, Esther Gertrude.....	Teacher, Moberly
Claybrook, Bella.....	Teacher, Sparta, Ill.
Fields, Frances Mae.....	Teacher, St. Joseph
Fields, Mattie Beola.....	Columbia
Frierson, Virgin Mary.....	Teacher, Wichita, Kans.
Henderson, Sadie Alberta.....	Teacher, Marshall
Hingston, Nora (Mrs. Cheetam).....	St. Louis

Jacobs, Bessie Hazel.....	Teacher, Domestic Science, Kansas City
Merritt, Lizzine Lee.....	Teacher, Edwardsville, Ill.
Miller, Mary. . . . .	Teacher, Dalton
Palmer, Viola Joe (Mrs. Ellis Gordon).....	Dressmaker, St. Louis
Payne, Mayme Zelia.....	Glasgow
Peach, Joe Zora.....	Teacher, Nowata, Okla.
Penny, Georgia Lorena.....	Teacher, Wichita, Kans.
Phillips, Love Marie.....	Metropolis, Ill
Russell, Beatrice Marie.....	Ironton
Schweich, Edna Mullholand.....	Teacher, Wichita, Kans.
Simpson, Bessie Clara.....	St. Louis
Williams, Louvenia. . . . .	San Francisco, Cal.
Young, Eleanor Meredith.....	Otumwa, Iowa
Baker, Lyman Houston.....	Student Univ. of Iowa, Iowa City
Bayles, Edward Wesley.....	Teacher, LaGrange
Caves, Luther Lee.....	New Bloomfield
Coleman, Charles Collin.....	Boonville
Cole, Robert Ciscoe.....	In business, Chicago, Ill.
Green, Robert Osborn.....	Medical Student, Chicago
Jackson, Jerry Jeremiah.....	Glasgow
Keene, Alhponso Alfred.....	Teacher, Lincoln Institute
King, Charles Garfield.....	Jefferson City
Patrick, John Seghers.....	Kansas City
Swader, Andrew Jackson.....	Liberty
Strawn, George Deward.....	Student, State Univ., Iowa City, Iowa
Tucker, Jesse. . . . .	Cedar Rapids, Iowa
Turner, Lincoln Arthur.....	Student, State University, Columbus, Ohio
Tymony, Jcs. Clyde.....	Dentist, Columbia
Williams, Harry Hendy.....	Kansas City
Total. . . . .	39

### Normal Department.

1911.

Brown, Alice Estelle.....	Teacher, Moberly
Boyd, Mauguerite Elizabeth.....	Teacher, Madison
Butler, Lucinda Rilla.....	Teacher, Holt Summit
Farris, Victor Emily (Mrs. Chas. Stokes), in business, Jefferson City	
Huff, Genevieve (Gould).....	Teacher, Warrensburg
Lewis, Mary Anna.....	Nursing, Boonville
Phillips, Geneva Zenobia.....	Teacher, Okmulgee, Okla.
Price, Daisy Elizabeth Elliott.....	Higginsville
Prowell, Lena Rivers.....	Clinton
Toley, Vycla Mae Allen (Mrs. Henry Jackson).....	Boonville
Tymony, Edna Josephine.....	Moberly
Villars, Martha Arzilla (Mrs. Lee Allen Boggess).....	Maplewood
Woodson, Lucile Dupee.....	Teacher, St. Mary's



Wilson, Manima Antee.....	Teacher, Cottonwood Point
Bogges, Allen Lee.....	Teacher, Maplewood
Briscoe, Charles Emanuel.....	Physician, Kansas City Nashville, Tenn.
Carter, Henry James.....	Principal, Charleston
Clayborne, Joseph Harrison.....	Wales
Crockett, Emmett.....	Teacher, Neosho
Harvey, J. Thomas Allen..	Pastor A. M. E. Church, San Diego, Cal.
Johnson, Benjamin Phillip.....	Medical Student, Nashville, Tenn.
Murray, Cody.....	Blacksmith, Sedalia
Organ, Claude Harold.....	Postal Clerk, Katy R. R., Denison, Tex.
Otey, Miles Henry.....	Principal Public School, Rochepoort
Silvey, John Arthur.....	Fayette
Total.....	26

**Honorary Degree—A. M.**

1911.

Hubbard, Christopher C.....	Principal High School, Sedalia
Total.....	1

**Normal Department.**

1912.

Alexander, Minnie May (Mrs. Ezra Turner).....	Pleasant Hill
Bush, Faustina Gertrude.....	Teacher, Reedsville
DeBoe, Blanche Elizabeth.....	Teacher, St. Joseph
Enloe, Mattie Bell.....	Teacher, Jefferson City
Freeman, Florence Madaline (Mrs. Jesse Douglass)—	Denver, Colo.
Goode, Ora Bell.....	Teacher, Union
Horne, Bertha Virginia.....	Teacher, Ely
Lane, Margaret Lillian.....	Teacher, Lincoln Institute
Marr, Essie (Zethiro).....	Dennison, Texas
Parker, Mildred Eunice.....	Teacher, Sugar Grove
Shaffer, Myrtle Marie.....	Teacher, Poplar Bluff
Shaw, Wave Mildred Elizabeth.....	Stenographer, Muskogee, Okla.
Smith, Hortense Iola.....	Sedalia
Tillman, Junne Arva.....	Director of Play Grounds, Kansas City
Thompson, Gertrude Alethea.....	Rochester, N. Y.
Thompson, Pauline Louise.....	Rochester, N. Y.
Wait, Maggie Janetta.....	Teacher, Joplin
Whiteside, Alice Luvenia.....	Teacher, Kansas City
Ycakum, Pansy Beatrice (Mrs. George Perkins).....	Buxton, Iowa

**Young Men.**

Cooper, Darwin Maynard.....	Springfield
Damel, Paul Elbert.....	Jefferson City
Douglass, Jesse.....	In business, Denver, Colo.
Flynn, William Gregory.....	Jefferson City
Graham, Charles Forest.....	St. Louis
Henderson, Ira Milton..	Student, North Western Uni., Evanston, Ill.
Hemmingway, John Howard.....	Tailor, Jefferson City



Jennings, John. . . . .	St. Paul, Minn.
Kimbrough, Lloyd Holsey. . . . .	Richmond
Majors, William Claud. . . . .	Aberdeen, South Dakota
Majors, Harry Milton. . . . .	Denver, Colo.
Perkins, George Edward. . . . .	In business, Buxton, Iowa
Powell, Quinn Cyrus. . . . .	Farming Savannah
Total. . . . .	32

### Normal Department.

1913.

Arnett, Mildred Carrie. . . . .	St. Louis
Bell, Martha Elizabeth. . . . .	St. Louis
Cooper, Doris Ida. . . . .	Teacher, Springfield
Donley, Myra Arletha. . . . .	Teacher, Palmyra
Fisher, Nola Sarah. . . . .	St. Louis
Hunter, Eva Mae. . . . .	Teacher, Lexington
Jackman, Marie Louise (Cox). . . . .	Sedalia
Johnson, Mollie. . . . .	Marshall
Johnson, Mae Louise. . . . .	Marshall*
Moseley, Ethel Frances. . . . .	Teacher, Mexico
Nevils, Atchie (Mrs. Percy Payne). . . . .	in business, St. Louis
Oglesby, Sadie Elizabeth. . . . .	Teacher, St. Joseph
Reeves, Clementine. . . . .	Teacher, Fulton
Sisson, Lizzie Mae. . . . .	Teacher, Grand Tower, Ill.
Smith, Ruby Ione. . . . .	Teacher, Carrollton
Smith, Willye Ethel. . . . .	Teacher, Poplar Bluff
Torrence, Roena Vashti. . . . .	Teacher, Hot Springs, Ark.
Turpin, Allie Mae. . . . .	Teacher, Edina
Waldron, Marie Kathleen. . . . .	Teacher, St. Joseph
Wilson, Ella Symantha. . . . .	New Madrid
Wilson, Nellie Ethelyn. . . . .	Public Library, Kansas City
Williams, Ethel, Anna. . . . .	Teacher, Carbondale, Ill.
Williams, Effie Gertrude. . . . .	Sedalia

### Young Men.

Anthony, Alexander. . . . .	Farmington
Anthony, Clyde Harrison. . . . .	St. Louis
Banks, Thomas. . . . .	Medical Student, Washington, D. C.
Bocne, Oscar Ernest. . . . .	Principal, Maryville
Brown, Frederick Douglas. . . . .	St. Louis
Crouch, Earl Franklin. . . . .	Butler*
Duncan, Dante Covelle. . . . .	Jefferson City
Foster, Leslie Henderson. . . . .	Teacher, Gilliam
Lewis, William Byrd. . . . .	Principal Public School, DeSoto
Martin, William Jarrett. . . . .	Principal, Ironton
Nickens, Ezra Ralph. . . . .	Martinsburg*
Payne, Percy Coleman. . . . .	St. Louis
Schweich, Beverly Watson. . . . .	Columbia

\*Deceased.

Torrence, Jonathan Odell....	Student, Meharry Medical College, Nashville, Tenn.
Townsend, Octave Benjamin.....	Bonne Terre*
Turner, Lionel. . . . .	Independence
Venters, Alfred Franklin.....	In business, Vinita, Okla.
Wilks, William Roscoe.....	Springfield
Williams, Charles. . . . .	Tipton
Young, Archibald. . . . .	Fulton
Young, Edward Alvin.....	Teacher, Fulton
Total. . . . .	55

1914.

**Normal Department.**

Adams, Florence Mary.....	Teacher, Coffeyville, Kans.
Berryman, Leora Marie.....	Teacher, St. Marys
Boyd, Annie Elizabeth.....	Teacher, Mexico
Carter, Opal Naomi.....	Teacher, Lincoln
Clark, Mae. . . . .	Teacher, Rolla
Dixon, Thelma Mary.....	Teacher, Hannibal
Endicott, Ruth Dawrie (Mrs. E. Y. Strawn).....	St. Joseph
Jackson, Lillian Irene.....	Lexington
Jeffreys, Eugenia. . . . .	Rolla
McGee, Alice Eva. . . . .	Festus
Lane, Ella (Mrs. C. B. Lane).....	Jefferson City
Layne, Gladys. . . . .	Teacher, Chickasha, Okla.
Mosley, Lona Louise.....	Teacher, Marshall
Olive, Nettie Fay.....	Wichita, Kans.
Pack, Elsie Virginia.....	Chicago, Ill.
Payne, Mary Ozella.....	Teacher, Columbia
Scott, Maude. . . . .	Fulton
Schweich, Lillian Zelia.....	Teacher, Chickasha, Okla.
Smith, Edwina Helen.....	Teacher, Springfield
Smith, Katie Florence.....	Teacher, Charleston
Spencer, Rose Mae.....	Poplar Bluff
Strawn, Ruth Leontha.....	Teacher, Hannibal
Truner, Tribly Maxine.....	Independence
Van Buren, Virgie Alene.....	Teacher, Fulton
Walker, Rebekah Mae.....	Lexington
Watkins, Dorothy Mae.....	Teacher, St. Joseph
Young, Eva Mae.....	Teacher, Fulton
Abington, George Nathaniel. . . . .	Clarksville
Brookens, George.....	Martinsburg
Brown, Edward Everett.....	Gardner, Moberly
Carlock, Homer Andrew.....	Kansas City
Farris, Odie Lee.....	Clarksville
Gibbs, William Martin Austin.....	Teacher, Herculaneum
Hockaday, Ernest Charles.....	Teacher, New Florence
Houston, Adolphus Robert.....	Teacher, Paynesville

James, Starling William.....	Pittsburg, Kansas
Lane, Archie Clyde.....	Teacher, California
Martin, Lowell Madison.....	In business, Carrollton
Rusesll, Benjamin Franklin.....	Teacher, Oregon
Schweich, Mason Boone Lang.....	Teacher, McBaine
Scott, Warren Caesar.....	Principal, Vandalia
Smith, William Landon..	Student, Univ. of Kansas, Lawrence, Kans.
Thompson, King Ferdinand S.....	Burlingame, Kans.
Wells, Olin Palmer.....	Working in Creamery, St. Paul, Minn.
William, Charles Leon.....	Teacher, Springfield
Total. ....	46

1915.

**Honorary Degrees—A. M.**

R. A. West.....	Secretary, Lincoln Institute, Jefferson City, Mo.
V. H. Collins....	Mathematics, Lincoln Institute, Jefferson City, Mo.
L. B. Quinn.....	Principal High School, Moberly, Mo.
W. H. Jones.....	Principal High School, St. Joseph, Mo.
Oscar Spencer. ....	Principal Public School, Nowata, Okla.

1915

**Normal Department.**

Bailey, Cassie Harvenia.....	Columbia*
Baker, Maudine Frances.....	Plattsburg
Bland, Ambronettie. ....	Teacher, Valley Mines
Butler, Lulu Elizabeth (Sharp).....	Hunnewell
Burris, Nellie Browning.....	Teacher, Joplin
Bundles, Bertha Elizabeth.....	.....Teacher, Glasgow
Clark, Inex Loretta (Mrs. Romeo Logan).....	Slater
Childers, Sweetie Eloise....	Taking Nurse Training, Kansas City
Cocker, Adele Marie (Williams).....	St. Joseph
Hayden, Auvelia. ....	Kirkwood
Hayden, Cordelia. ....	Teacher, Lexington..
Howard, Missouri Isabella.....	Teacher, Hannibal
Maupin, Jenetta Elizabeth.....	Teacher, Shelbyville
Moore, Beatrice Estella.....	St. Joseph
Moore, Claudia Gladys.....	.....Poplar Bluff
Nicholas, Lucie Viola.....	Teacher, Moberly
O'Rear, Agatha Parthenia.....	Lathrop
Pearley, Marion Lee.....	Teacher, Liberty
Rankins, Celeste Alberta.....	Jefferson City
Reeves, Bessie Turner.....	Teacher, Moberly
Richardson, Myrtle Louise.....	Sedalia
Robbins, Freda Luella (Penn).....	Omaha, Neb.
Robinson, Clara Franklin (Vendom).....	Teacher, Hannibal
Scott, Lettie Lucile.....	Teacher, Trimble
Thornton, Nannie Corene.....	Teacher, Tebbetts
Strawn, Cornelia. ....	Teacher, Columbia
Wheatley, Everetta Phillis.....	Teacher, St. Joseph

Jones, Hilma Eugene. . . . .	Springfield
Lansdown, LeRoy. . . . .	Teacher, Carthage
Logan, Mathew Henry. . . . .	Carpenter, El Reno, Okla.
Logan, Romeo Jesse. . . . .	Slater
Neil, George Edward. . . . .	Teacher, Madison
Payne, Trot Earl. . . . .	Teacher, Auxvasse
Roberts, Charles. . . . .	Jefferson City
Short, Harry Wilson. . . . .	Teacher, California
Smith, Beverly Grustar. . . . .	Jefferson City
Henley, John Ottaway. . . . .	Medical Student, Meharry College Nashville, Tenn.
Holmes, James Minor. . . . .	Medical Student, Meharry College, Nashville, Tenn.
Total. . . . .	38

### Honorary Degrees—A. M.

1916.

Brown, Charles H. . . . .	Principal Dumas School, St. Louis
Coles, Richard T. . . . .	Principal Garrison School, Kansas City
Gordon, David E. . . . .	Principal L'Ouverture School St. Louis
Total. . . . .	3

1916

### NORMAL DEPARTMENT.

#### Young Women.

Abbingtion, Tennessee Louise. . . . .	Teacher, Blackburn
Bolton, Nancy Beatrice. . . . .	Teacher, Huntsville
Boyd, LaBlanche. . . . .	Moberly
Burton, Maudine Corena. . . . .	Teacher, Higgensville
Cross, Lenora Antoinette. . . . .	Kansas City
Dorton, Maurine Venton. . . . .	Teacher, Jefferson City
Ellis, Bernice Olivia. . . . .	Teacher, Nowata, Okla.
Ellis, Louise (Johnson). . . . .	St. Louis
Enloe, Nora (Cooper). . . . .	Appleton City
Enloe, Zelia Helen. . . . .	Jefferson City
Franklin, Venice Louise. . . . .	Springfield
Gerhardt, Minnie Helen. . . . .	Teacher, Bunceton
Gray, Alexzina Arletta. . . . .	St. Louis
Hancock, Ollie Irene. . . . .	Teacher, Lexington*
Henley, Virginia Ruth. . . . .	Teacher, Fisk University
Hicks, Mary Ella. . . . .	Teacher, Cape Girardeau
Irving, Christina Elizabeth. . . . .	Teacher, Clarksville
Jackson, Viola Margueritta. . . . .	Teacher, Moberly
Klye, Flora Augusta (Rollins). . . . .	Philadelphia, Penn.
Layton, Bernice Ethel. . . . .	Springfield, Mo.
Lee, Maggie eBeatrice. . . . .	Teacher, Chandler, Okla.
Oliver, Addie Frances. . . . .	Teacher, Charleston

Oliver, Eula (Logan).....	Jefferson City
Perkins, Ruth Zelia (Major).....	Denver, Colo.
Queen, Velma Odessa.....	Teacher, Hannibal
Rice, Blanche Iona.....	Teacher, Edwardsville, Ill.
Ritchey, Mary Louvenia.....	Teacher, St. Joseph
Simms, Eula Virginia.....	Teacher, Hannibal
Smith, Georgia Anna Paxton.....	Teacher, St. Joseph
Thompson, Aline Lula.....	Teacher, Shelbyville
Vivian, Elizabeth Mizelle.....	Glasgow
Waite, Fannie. . . . .	Joplin
Wallace, Mary Katherine.....	Bookkeeper, Clinton, Iowa
Walls, Cora Lee.....	Napton
Wright, Mattie Belle (Hixton).....	Teacher, Carthage
Total. . . . .	35

**Young Men.**

1916.

Ancell, Floyd. . . . .	Teacher, Macon
Criddle, Arte Bern.....	St. Louis
Finney, John Morton.....	Jacksonville
Lucas, Jesse Cornelius.....	Teacher, Spring Valley
Simms, Harvey James.....	Teacher, Webster Groves
Valentine, Louis Porter.....	Teacher, Blackwater
Total. . . . .	6

**GRADUATES FROM INDUSTRIAL COURSE.****Elementary Cooking.**

1907.

Cooper, Ruth Elaine.....	Mexico
Freeman, Unice Pearl.....	Clinton
Fisher, Anna Mae.....	Columbia
Gordon, Zerelade Vaughn.....	St. Joseph*
Johnson, Myrtle Annette.....	Great Bend, Kansas
Tillman, Portia Brown.....	Kansas City
Yates, Josephine Silone.....	Kansas City
Total. . . . .	7

1908.

Beauchamp, Minnie Mae.....	Liberty
Clark, Ada Estella.....	Plattsburg
Colby, Geneva Cresap.....	East St. Louis, Ill.
Corneal, Grazie Stanton.....	Council Bluff, Iowa
Daniels, Cora Mea.....	Sedalia
Henderson, Ethel Lee.....	Lexington
Higgenbotham, Grave Mabel.....	Festus
Hingston, Nora Lynn.....	Potosi
Jimmerson, Jessie Mabel.....	Paris
Johnson, Ruth Mathilda.....	Great Bend, Kansas*
Jones, Blanche. . . . .	Jonesburg
Lansdown, Edna Emily.....	Jefferson City



## OF LINCOLN INSTITUTE

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Pollard, Abbie Helen.....	Independence
Powers, Majorie. . . . .	Columbia
Robinson, Lottie. . . . .	Liberty
Rhodes, Edna Lee.....	Blue Springs
Riley, Ethel. . . . .	Richmond
Sales, Bertha Margaret.....	Columbia
Sisson, Edna Iris. . . . .	Grand Tower, Ill.
Smith, Maude Joyce.....	Muskogee, Okla.
Terrell, Lessie Leona.....	Buxton, Iowa
Woodson, Bertha Gertrude.....	Sulphur Springs
Wright, Lucile Elaine.....	Sedalia
Total. . . . .	23

1909.

Baker, Hazel. . . . .	Maryville
Culton, Ida. . . . .	Mineral Point
Callaway, Esther Gertrude.....	Centralia
Fields, Mattie. . . . .	Columbia
Fields, Sarah. . . . .	Leavenworth, Kans.
Miller, Mary. . . . .	Boonville
Payne, Mayme Zella.....	Glasgow
Penny, Georgia Lorena.....	Jacksonville
Simpson, Bessie Clara.....	Rolla
Smith, Blanche. . . . .	St. Louis
Smith, Charolette Elsie.....	Leavenworth, Kans.
Williams, Louvenia. . . . .	Higginsville
Young, Eleanor Meredith.....	Ottumwa, Iowa
Total. . . . .	13

1910.

Butler, Lucinda Rilla.....	Paris
Hawkins, Ella Beatrice.....	Edina
Henderson, Mary. . . . .	Bunceton
Huff, Genevieve Lucretia.....	Warrensburg
Lewis, Mary Anna.....	St. Louis
Lee, Marsena Alberta.....	Wagoner, Okla.
Lee, Mintora Jeramena.....	Wagoner, Okla.
Powell, Lena, Rivers.....	Clinton
Shaffer, Myrtle Marie.....	Festus
Total. . . . .	9

1911.

Horne, Bertha Virginia.....	St. Louis
Lane, Margaret Lillian.....	Jefferson City
Marr, Essie Zethiro.....	Rolla
Tillman, Junne Arva.....	Kansas City
Thompson, Gertrude Areath.....	Webster Groves
Whiteside, Alice Luvenia.....	Independence
Total. . . . .	6

## 1912.

Cooper, Doris Ida.....	Springfield
Fields, Laura Ellen.....	Quincy, Ill.
Fisher, Nola Sarah.....	St. Louis
Henley, Anna Adama (Mrs.).....	Sedalia
Jackman, Marie Louise.....	Sedalia
Johnson, Mae Louise.....	Marshall*
Torrence, Roena Vashti.....	Hot Springs, Ark
Waldron, Marie.....	St. Joseph
Williams, Effie Gertrude.....	Marshall
Total. . . . .	9

## 1914

Adams, Mary Florence.....	Springfield
Coker, Adele Marie.....	Springfield
Cole, Nellie Cornelia.....	Festus
Clark, Inez Loretta.....	St. Louis
Jackson, Lillie Irene.....	Lexington
Kyle, Flora Augusta.....	Independence
Layne, Gladys Vivian.....	Sedalia
Pearley, Marion Lee.....	Liberty
Richardson, Myrtle Louise.....	Sedalia
Robbins, Freda Luella.....	Omaha, Neb.
Strawn, Cornelia Wiletta.....	Columbia
Vivian, Myzella EElizabeth.....	Glasgow
Total. . . . .	12

## 1915.

Bolton, Nancy Beatrice.....	Jefferson City
Burris, Nellie Browning.....	Paris
Cross, Lenora Antoinette.....	Kansas City
Gerhardt, Minnie Helen.....	New Franklin
Gray, Alexzenia Arletta.....	St. Louis
Irving, Christina Elizabeth.....	Louisiana
Jackson, Viola Margueritte.....	Columbia
Layton, Ethel Bernice.....	Springfield
Lee, Maggie Beatrice.....	Palmyra
Oliver, Addie Frances.....	Cape Girardeau
Perkins, Ruth Zelia.....	Macon
Queen, Velma Odessa.....	Hannibal
Samuels, Sadie Mae.....	Hannibal
Thompson, Aline Lulu.....	Clarence
Waite, Fannie. . . . .	Joplin
Wallace, Mary Katherine.....	Clarence
Wilson, Ruth Jeanetta.....	St. Joseph
Wright, Mattie Bell.....	Marshall
Wright, Iona Lillian.....	Marshall
Total. . . . .	19



FOOTBALL TEAM



1916.

Boone, Cordelia. . . . .	Louisiana
Boyd, LaBlanche. . . . .	Moberly
Brice, Camille. . . . .	Sedalia
Burton, Corine. . . . .	Sedalia
Chinn, Alberta. . . . .	Independence
Day, Gertrude. . . . .	Kansas City
Franklin, Vence. . . . .	Springfield
Grisson, Mabel. . . . .	Shelbyville, Ind.
Hancock, Ollie. . . . .	Lexington
Henley, Virginia. . . . .	St. Louis
Mullins, Anna. . . . .	Clinton
Phillips, Beulah. . . . .	Sedalia
Pitts, Elizabeth. . . . .	Columbia
Pollard, Cozetta. . . . .	Independence
Powers, Blanche. . . . .	DuQuion, Ill.
Rice, Blanche. . . . .	Edwardsville, Ill.
Simms, Eula. . . . .	Hannibal
Tolbert, Goldie. . . . .	Lexington
Walker, Roberta. . . . .	Denver, Colo.
Weathers, Edith. . . . .	Holden
Williams, Ella. . . . .	Huntsdale
Williams, Ruth Estella. . . . .	Kansas City
Wilson, Flossie. . . . .	Slater
Total. . . . .	23

1917.

Boldridge, Flossie. . . . .	Lexington
Burgett, Mattie Lee. . . . .	Jefferson City
Dyson, Gwendolyn Anita. . . . .	Quincy, Ill.
Horrell, Olga Marie. . . . .	Jefferson City
King, Ceile Fannie. . . . .	Jefferson City
King, Lucile Annie. . . . .	Jefferson City
Lucas, Annie Beatrice. . . . .	Sweet Springs
Roberts, Aline Marie. . . . .	Hannibal
Roberts, Rhoda Louise. . . . .	Hannibal
Smith, Cora Mae. . . . .	Edwardsville, Ill.
Tucker, Anna Mae. . . . .	Louisiana
Total. . . . .	11

**Teachers' Training Course.**

1908.

Chrisman, Lillian Grant. . . . .	Independence
Ford, Ledley Gertrude. . . . .	St. Louis
Hickerson, Clara Elizabeth. . . . .	Kansas City
Jackson, Zenobia Page. . . . .	Glasgow
Saunders, Frances Major. . . . .	Kansas City



Simms, Ccra Lee.....	Warrensburg
Total. . . . .	6

## 1909.

Clark, Ada Estella. . . . .	Plattsburg
Colby, Geneva Cresap.....	East St. Louis*
Johnson, Ruth Malinda.....	Great Bend, Kansas
Riley, Ethel. . . . .	Richmond
Terrell, Lessie Leona.....	Buxton, Iowa
Wynne, Callye Jordon.....	St. Joseph
Woodson, Bertha Gertrude.....	Sulphur Springs
Total. . . . .	7

## 1912.

Arnett, Mildred Carrie.....	St. Louis*
Bell, Martha Elizabeth.....	St. Louis
Donley, Myra Arletha.....	Palmyra
Johnson, Mollie. . . . .	Marshall
Sisson, Lizzie Mae.....	Grand Tower, Ill.
Smith, Ruby Iona.....	Carrollton
Turpin, Allie Mae.....	Edina
Wilson, Ella Symantha.....	New Madrid
Walker, Bessie. . . . .	Boynton, Okla.
Williams, Ethel. . . . .	Elksville, Ill.
Total. . . . .	10

## 1913.

Bailey, Cassie. . . . .	Columbia
Beryman, Lepra. . . . .	Festus
Boyd, Anna. . . . .	Mexico
Carter, Opal. . . . .	Sedalia
Clark, Mae. . . . .	Rolla
Dixon, Thelma. . . . .	Palmyra
Fields, Laura. . . . .	Quincy, Ill.
Fisher, Nola. . . . .	St. Louis
Jeffreys, Eugene. . . . .	Rolla
Laurence, Ruth. . . . .	Chicago, Ill.
Lane, Ella (Mrs.).....	Jefferson City
Nicholas, Fannie. . . . .	Mexico
Oliver, Nettie Fay.....	Carrollton
Payne, Mary. . . . .	Columbia
Schweich, Lillian. . . . .	Columbia
Smith, Edwina. . . . .	Springfield
Strawn, Ruth. . . . .	Columbia
Total. . . . .	17

## 1917.

Crump, Mabel Clara.....	Paris
Mullins, Anna Mae.....	Clinton
Weathers, Edith Iona.....	Malden

Wilson, Flossie Gertrude.....	Slater
Wright, Iona Lillian.....	Marshall
Total. . . . .	5

1906

## Plain Sewing.

Bush, Rcsa Lee.....	Independence
Cornel, Beulah Lenora.....	Alliance, Neb.
Ford, Ledley Gertrude.....	Oklahoma City, Okla.
Harris, Mary Mellissa.....	Farmington
King, Floy Pearl.....	Jefferson City
Phelps, Pansy Blossom.....	St. Joseph
Roberts, Mary Lessie.....	Jefferson City
Shropshire, Alice Mary.....	Palmyra*
Thomas, Valeria Beatrice.....	Jefferson City
Stone, Myrtle Lee. . . . .	Weston
Woodson, Bertha Gertrude.....	Sulphur Springs
Young, Lula. . . . .	Jefferson City
Total. . . . .	12

1907.

Beauchamp, Minnie Mae.....	Liberty
Bridgford, Frank Louise.....	Paris
Bridgford, Anna Margaret.....	Paris
Campbell, Mary Ellen.....	Coffeyville, Kans.
Clark, Ada Estella.....	Plattsburg
Christman, Lillian Grant.....	Independence
Cooper, Ruth Elain.....	Mexico
Culton, Ida Bell.....	Mineral Point
Coleman, Ethel. . . . .	St. Joseph
Gordon, Zerelade Vaughn.....	St. Joseph
Hickerscn, Clara Elizabeth.....	Kansas City
Hingston, Nora Lynn.....	Potosi
Jimmerson Jessie Mabel.....	Paris
Johnson, Ruth Malinda.....	Great Bend, Kansas
Kibby, Nannie. . . . .	Fulton
Millen, Edith Mae.....	Denver, Colorado
Moseley, Maude Pauline.....	Warrensburg
Pollard, William Silone. . . . .	Moberly
Pugh, Hester. . . . .	Richmond
Sisson, Edna Iris. . . . .	Grand Tower, Ill.
Slaughter, Elizabeth. . . . .	Liberty
Smith, Jennie Mary.....	Versailles
Tucker, Lena Cornelia.....	Hallsville
Whittaker, Mary Beatrice.....	Coffeyville, Kansas
Willis, Margaret Mae.....	Denver, Colorado
Willaims, Maybell (Mrs.).....	Independence
Williams, Alma Grace.....	Columbia

Williams, Gertrude. . . . .	Speed
Total. . . . .	28

## 1909.

Carson, Obenetta. . . . .	Glasgow
Childs, Cora Katherine. . . . .	Miami Station
Claybrook, Belle. . . . .	Elksville, Ill.
Colby, Geneva Creasap. . . . .	East. St. Louis, Ill.
Fields, Sarah. . . . .	Leavenworth, Kansas
Goode, Ora Bell. . . . .	Union
Henderson, Ethel Lee. . . . .	Lexington
Huff, Genevieve Lucretia. . . . .	Warrensburg
Kelly, Isabell. . . . .	New Bloomfield
Lamester, Pearl. . . . .	Elwood, Kansas
Leaver, Christtophine. . . . .	Keokuk, Iowa
Marr, Essie. . . . .	Rolla
McGee, Bessie Halleen. . . . .	Festus
Pollard, Abbie Helen. . . . .	Independence
Powell, Hattie Vernesser. . . . .	Fayette
Scott, Mattie Norine. . . . .	Mexico
Shelton, Susie Angeline. . . . .	Chouteau, Okla.
Smith, Blanche. . . . .	St. Louis
Smith, Catherine Lee. . . . .	Madison
Smith, Mayme Mae. . . . .	Rocheport
Venters, Eva Mae. . . . .	Vinita, Okla.
Williams, Louvenia. . . . .	Higginsville
Total. . . . .	22

## 1910.

Baskett, Elizabeth. . . . .	Armstrong
Bell, Martha Elizabeth. . . . .	St. Louis
Farris, Emily Victoria. . . . .	Williamsburg
Hayes, Corinne. . . . .	Hopkinsville, Ky.
Leavell, Ora Lee. . . . .	Hopkinsville, Ky.
Sallee, Margaret. . . . .	Fulton
Sissons, Lizzie Mae. . . . .	Grand Tower, Ill.
Shaffer, Myrtle Marie. . . . .	Festus
Williams, Hattie Blanche. . . . .	St. Louis
Williams, Ethel Anna. . . . .	Elksville, Ill.
Williams, Ruth. . . . .	New Madrid
Total. . . . .	11

## 1911.

Alexander, Minnie Mae. . . . .	Liberty
Donley, Arletha Myra. . . . .	Palmyra
Dixon, Thelma Mary. . . . .	Palmyra
Enloe, Mattie Bell. . . . .	Jefferson City
Goins, Nannie Corenne. . . . .	Jefferson City

Logan, Mamie. . . . .	Jefferson City
Jones, Florence Eva. . . . .	Armstrong
Robbins, Freda Luella. . . . .	Omaha, Neb.
Schweich, Lillian Zelia. . . . .	Columbia
Smith, Ardela Clara. . . . .	Jefferson City
Sommers, Ella. . . . .	St. Louis
Thornhill, Anna Wordell. . . . .	Portland
Torrence, Vashti Rena. . . . .	Hot Springs, Ark.
Turpin, Allie Mae. . . . .	Edina
Thornton, Nannie. . . . .	Cedar City
Total. . . . .	15

1912.

Herman, Mae Louise. . . . .	Valley Park
Harris, Mattie Bell. . . . .	Boonville
Harris, Helen Selina. . . . .	Boonville
Wilkerson, Lillian Ardella. . . . .	Jefferson City
McCume, Natalie. . . . .	Elsberry
Lewis, Hattie. . . . .	St. Louis
Henley, Ann Adama (Mrs.) . . . . .	Sedalia
Whiteside, Alice Luvenia. . . . .	Independence
Gorham, Nellie Beatrice. . . . .	College Mound
Turk, Mabel Beatrice. . . . .	Malta Bend
Boyd, Anna Elizabeth. . . . .	Mexico
Harlan, Josephine (Mrs.) . . . . .	Jefferson City
Franklin, Blanche Gertrude. . . . .	Tebbetts
Scott, Maude. . . . .	Marshall
Total. . . . .	14

1913.

Baker, Maud. . . . .	Plattsburg
Bland, Ambronettie. . . . .	Festus
Butler, Lula. . . . .	Paris
Bundles, Bertha. . . . .	Glasgow
Childers, Sweetie. . . . .	Poplar Bluff
Cole, Cornelia. . . . .	Festus
Ellis, Louise. . . . .	St. Charles
Enloe, Nora. . . . .	Jefferson City
Enloe, Zelia. . . . .	Jefferson City
Gerhardt, Minnie. . . . .	Franklin
Henley, Virginia. . . . .	Sedalia
Hicks, Mary. . . . .	Huntsville
Hunter, Eva. . . . .	Lexington
Lane, Ella (Mrs.) . . . . .	Jefferson City
Maupin, Janie Elizabeth. . . . .	Palmyra
McGowan, Priscilla. . . . .	Red Bird, Okla.
Nance, Edna. . . . .	Omaha, Neb.
Nichols, Lucie. . . . .	Marshall
Oliver, Eula. . . . .	Jefferson City

Queen, Velma. . . . .	Hannibal
Smith, Evelyn. . . . .	Potosi
Scott, Eula. . . . .	Calwood
Venters, Inez. . . . .	Vinita, Okla.
Van Buren, Virgie. . . . .	Fulton
Vivian, Myzella Elizabeth. . . . .	Glasgow
Wallace, Mary. . . . .	Clarence
Waite, Fannie. . . . .	Joplin
Windsor, Stella. . . . .	Clarence
Wiley, Ruth. . . . .	Cape Girardeau
Young, Eva. . . . .	Marshall
Total. . . . .	30

## 1914.

Burris, Nellie Browning. . . . .	Paris
Boone, Cordelia Adelaide. . . . .	Louisiana
Boyd, Lillian Mathilda. . . . .	Chickasha, Okla
Cayce, Edyth Orilla. . . . .	Farmington
Chipley, Helen Eliza. . . . .	New Franklin
Drew, Eugenia Emma. . . . .	Columbia
Eutz, Willa Mae. . . . .	Highland
Grier, Ethelbert. . . . .	Vicksburg, Miss.
Hawkins, Minnie Isabell. . . . .	Edina
Hathway, Elenor. . . . .	Highland, Kansas
Irving, Christina Wilhelma. . . . .	Louisiana
King, Cecile Fannie. . . . .	Jefferson City
King, Lucile Anna. . . . .	Jefferson City
Lansdowne, Goldie Elsie. . . . .	Jefferson City
Lee, Maggie Beatrice. . . . .	Palmyra
Logan, Nellie. . . . .	Jefferson City
McGee, Alice Eva. . . . .	Festus
Mayberry, Snoda. . . . .	Jefferson City
Meade, Edna Mae. . . . .	Marshall
Mullins, Anna Mae. . . . .	Clinton
Oliver, Nettie Fay. . . . .	Carrollton
Pearley, Marion Lee. . . . .	Liberty
Tyndell, Lethia Jane. . . . .	Marshfield
Thompson, Lulu Aline. . . . .	Clarence
Taylor, Mary Warren. . . . .	Huntsville
Pannell, Nettie Bell. . . . .	Tebbetts
Williams, Ella Cornelia. . . . .	Huntsdale
Wright, Iona. . . . .	Marshall
Total. . . . .	28

## 1915.

Anderson, Clara Katherine. . . . .	Columbia
Childers, Lenora Evelyn. . . . .	Wagner, Oklahoma
Crump, Mabel Clara. . . . .	Paris
Evans, Ruby Mae. . . . .	Jefferson City



Gay, Eula Frances.....	Auxvasse
Hayden, Cordelia. . . . .	Lexington
Horrell, Olga Marie.....	Jefferson City

1915.

Oliver, Addie Frances.....	Cape Girardeau
Pearley, Marion Lee.....	Liberty
Reeves, Bessie Turner.....	Fulton
Rice, Iona Blanche.....	Edwardsville, Ill.
Scott, Lucile Lettie. . . . .	Plattsburg
Talbot, Goldie. . . . .	Lexington
Thomas, Vivian John.....	Jefferson City
Total. . . . .	14

1916.

Aitch, Ethel. . . . .	Union
Brown, Claudie. . . . .	Wentzville
Bragg, Margaret. . . . .	Fulton
Burgett, Mattie. . . . .	Jefferson City
Burton, Corine. . . . .	Sedalia
Dorton, Maurine. . . . .	Jefferson City
Fletcher, Catherine. . . . .	Arcadia
Green, Bernice. . . . .	Plattsburg
Jennings, Leora. . . . .	Warrensburg
Layton, Ethel. . . . .	Springfield
Lucas, Anna. . . . .	Sweet Springs
Powers, Blanche. . . . .	DuQuoin, Ill.
Taylor, Hattie Mae.....	Memphis, Tenn.
Thomas, Cordelia. . . . .	Gilliam
Tucker, Anna Mae.....	Louisiana
Total. . . . .	15

1917.

Nero, Hallie. . . . .	Eufaula, Okla.
Crabtree, Dollie Mae.....	Eugaula, Okla.
Freeman, Mattie Ellen.....	Clinton
Galbreath, Bertie Mae.....	Fulton
Hutton, Essie Mae.....	Eufaula, Okla.
Lynes, Maude Mae.....	Fulton
Nelson, Edith Elizabeth.....	Herculaneum
Polk, Comfort Tennessee.....	Eufaula, Okla.
Riddle, Esther Gertrude.....	Eufaula, Okla.
Griggs, Gertrude Leah. . . . .	Otterville
Sneed, Cassie Bell.....	Centralia
Steele, Edwina Eva.....	Jefferson City
Vaughn, Cord Roberta.....	Paris
Wallace, Cloteal Myrtle.....	St. Clair
Wallace, Jessie Alma.....	Kansas City

Williams, Sophia Homer.....	St. Louis
Total. . . . .	16

## ART NEEDLE WORK.

1909.

Bell, Mabel Mae. . . . .	Kansas City
Clark, Ada Estelle.....	Plattsburg
Corneal, Grazeir Stanton.....	Omaha, Neb.
Jones, Blanche. . . . .	Jonesburg*
Johnson, Ruth Malinda.....	Great Bend, Kans.
Major, Judith Irma.....	Hopkinsville, Ky.
Robinson, Lottie. . . . .	Liberty
Smith, Blanche. . . . .	St. Louis
Jones, Maude Joyce.....	Muskogee, Okla.
Williams, Clara Nellie.....	Kelso, Okla.
Woodson, Bertha Gertrude.....	Sulphur Springs.
Total. . . . .	11

1910.

Fields, Frances Mae.....	Maryville
Merriott, Lizzie Lee.....	Pittsfield, Ill.
Hingston, Nora Lynn.....	Potosi
Total. . . . .	3

1911.

Correll, Etta. . . . .	Lewisville, Ark.
Farris, Emily Victoria.....	Williamsburg
Total. . . . .	2

1914.

Cole, Cornelia, Nellie.....	Festus
Oliver, Addie Frances.....	Cape Girardeau
McGee, Alice Eva.....	Festus
Perkins, Ruth Zelia.....	Macon
Total. . . . .	4

1915.

Moore, Claudie Gladys.....	Poplar Bluff
Reeves, Bessie Turner.....	Fulton
Scott, Lettie Lucile. . . . .	Plattsburg
Total. . . . .	3

1916.

Hancock, Ollie. . . . .	Lexington
Hicks, Mary. . . . .	Huntsville
Tolbert, Goldie. . . . .	Lexington
Waite, Fannie. . . . .	Joplin
Total. . . . .	4

## Dressmaking.

1906

Stradford, Carrie Elaine. . . . .	St. Louis
Total. . . . .	1

## 1908.

Coulton, Ida. . . . .	Mineral Point
Braxton, Elinor Earnestine. . . . .	Colorado Springs, Colo.
Callaway, Esther Gertrude. . . . .	Centralia
Chrisman, Lillian Grant. . . . .	Independence
Chew, Margaret Mae. . . . .	Richmond
Fields, Frances Mae. . . . .	Maryville
Ford, Dedley Gertrude. . . . .	St. Louis
Henderson, Laura Mae. . . . .	Marshall
Henter, Victoria Nina. . . . .	Auxvasse
Hunt, Bessie Wayne. . . . .	Farmington
Henderson, Sadie Alberta. . . . .	Marshall
Johnson, Ruth Malinda. . . . .	Great Bend, Kans.
Majcr, Judith Irma. . . . .	Hopkinsville, Ky.
Palmer, Viola Joe. . . . .	Washington
Peach, Joe Zora. . . . .	Columbia
Penny, Georgia-Lorena. . . . .	Jacksonville
Pollard, Willie Silone. . . . .	Moberly
Prowell, Lena Rivers. . . . .	Clinton
Pugh, Hester. . . . .	Richmond
Payne, Mayme Zelia. . . . .	Glasgow
Russell, Beatrice Marie. . . . .	Ironton
Simpson, Bessie Clara. . . . .	Rolla
Sublett, Jeffie Fanning. . . . .	Lexington, Tex.
Woodson, Lucile Dupee. . . . .	St. Louis
Total. . . . .	24

## 1910.

Henderson, Sadie Alberta. . . . .	Marshall
Merriott, Lizzie Lee. . . . .	Pittsburg, Ill.
Hingston, Nora Lynn (Cheatam). . . . .	Potosi
Total. . . . .	3

## 1913.

Raid, Nettie Virginia. . . . .	Edina
Williams, Ethel. . . . .	Elkville, Ill.
Total. . . . .	2

## 1914.

Boyd, Anna Elizabeth. . . . .	Moberly
Jeffreys, Eugenia. . . . .	Rolla
Kyle, Flora Augusta. . . . .	Independence
Oliver, Eula. . . . .	Jefferson City
Payne, Mary Orilla. . . . .	Columbia
Robbins, Freda Luells. . . . .	Omaha, Neb.
Schwaich, Lillian Zelia. . . . .	Columbia
Strawn, Cornelia Wiletta. . . . .	Columbia
Strawn, Ruth. . . . .	Columbia
Thomas, Mrs. Julia Frances. . . . .	Jefferson City
Thornton, Nannie. . . . .	Cedar City

Waite, Fannie. . . . .	Joplin
Van Buren, Virgie Aline. . . . .	Fulton
Total. . . . .	13

## 1915.

Ellis, Freddie Louise. . . . .	St. Charles
Gerhardt, Minnie Helen. . . . .	New Franklin
Gray, Alexzina Arletta. . . . .	St. Louis
Hicks, Mary Ella. . . . .	Huntsville
Jackson, Viola Margueritta. . . . .	Columbia
Maupin, Jenetta Elizabeth. . . . .	Palmyra
Moore, Beatrice Stella. . . . .	St. Joseph
Nicholas, Viola Lucy. . . . .	Marshall
Queen, Velma Odessa. . . . .	Hannibal
Robinson, Clara Franklin. . . . .	Hannibal
Scott, Eula Bernice. . . . .	Calwood
Vivian, Mizella Elizabeth. . . . .	Glasgow
Wells, Cora Lee. . . . .	Napton
Wheatley, Evetta Phyllis. . . . .	St. Joseph
Wilson, Ruth Jeanetta. . . . .	St. Joseph
Total. . . . .	15

## 1916.

Abington E. Tennessee. . . . .	St. Louis
Drew, Eugenia. . . . .	Columbia
Enloe, Nora. . . . .	Jefferson City
Franklin, Vence. . . . .	Springfield
Hall, LuVerna. . . . .	Whichita, Kans.
Hancock, Ollie. . . . .	Lexington
Lee, Maggie. . . . .	Palmyra
Pitts, Elizabeth. . . . .	Columbia
Pollard, Cozetta. . . . .	Independence
Ritchey, Mary. . . . .	St. Joseph
Smith, Georgia. . . . .	St. Joseph
Tolbert, Goldie. . . . .	Lexington
Weathers, Edith. . . . .	Molden
Williams, Ella. . . . .	Huntsdale
Williams, Estella. . . . .	Kansas City
Total. . . . .	15

## 1917

Banks, Clementina. . . . .	Chillicothe
Banks, Rosemond. . . . .	St. Joseph
Bryant, Louise Miltonia. . . . .	Union
Carter, Anna John. . . . .	Okmulgee, Okla.
Carter, Wilma Gladys. . . . .	Kansas City
Carter, Gertrude Leolta. . . . .	Columbia
Collins, Lena Cornelia. . . . .	Jefferson City
Garvin, Fannie Marie. . . . .	Granby
Goins, Nannie Corine. . . . .	Jefferson City

Hogue, L. M.....	Boley, Okla.
Hathaway, Elenor Mae.....	Highland, Kans.
Hawkins, Minnie Isabella.....	Edina
Lewis, Naomi Nora.....	DeSota
Martin, Lillian Marion.....	Chicago, Ill.
Monroe, Geneva Augusta.....	Hannibal
Mosley, Selma Lucile. . . . .	Columbia
Mullins, Anna Mae.....	Clinton
Perry, Pearl Mae.....	Meadville
Porter, Verlee Lucile. . . . .	Fulton
Slaughter, Ilee Elizabeth.....	Chillicothe
Steele, Corine Laura.....	Columbia
Tyndell, Letha Jane.....	Marshfield
Total. . . . .	22

## MILLINERY.

1906.

Turner, Lillian. . . . .	Wagoner, Okla.
Total. . . . .	1

1907.

Anthony, Anna Hortense. . . . .	Jefferson City
Cooper, Ruth Elaine.....	Mexico
Freeman, Unice Pearl. . . . .	Clinton
Johnson, Myrtle Annette.....	Great Bend, Kans.
Total. . . . .	4

1909.

Beauchamp, Minnie Mae.....	Liberty
Clark, Ada Estelle.....	Plattsburg
Corneal, Grazier Stanton.....	Omaha, Neb.
Emory, Mabel Mae.....	Kansas City
Henderson, Ethel Lee.....	Lexington
Jimmerson, Jessie Mabel.....	Paris
Johnson, Ruth Malinda.....	Great Bend, Kans.
Pollard, Abbie Helen.....	Independence
Roberts, Lessie Lee.....	Jefferson City
Smith, Maude Joyce.....	Muskogee, Okla.
Smith, Blanche. . . . .	St. Louis
Woodson, Bertha Gertrude.....	Sulphur Springs
Williams, Clara Nellie. . . . .	Kelso, Okla.
Total. . . . .	13

1910.

Hingston, Nora Lynn. . . . .	Potosi
Reid, Nettie Virginia.....	Edina
Sallee, Margaret. . . . .	Fulton
Williams, Ruth. . . . .	New Madrid
Total. . . . .	4



## 1911.

Carroll, Etta. . . . .	Lewisville, Ark.
Huff, Genevieve. . . . .	Warrensburg
Baskett, Bettie. . . . .	Armstrong
Prowell, Lena Rivers. . . . .	Clinton
Woodson, Lucile Dupee. . . . .	Webster Groves
Total. . . . .	5

## 1913.

Burris, Nellie Browning. . . . .	Paris
Waite, Fannie. . . . .	Joplin
Total. . . . .	2

## 1914.

Hicks, Mary Ella. . . . .	Huntsville
Cole, Nellie Cornelia. . . . .	Festus
Total. . . . .	2

## 1915.

Wells, Cora Lee. . . . .	Napton
Scott, Lottie Lucile. . . . .	Plattsburg
Total. . . . .	2

## 1916.

Cross, Lenora. . . . .	Kansas City
Enloe, Nora. . . . .	Jefferson City
Gerhardt, Minnie. . . . .	Franklin
Jackson, Viola. . . . .	Columbia
Queen, Velma. . . . .	Hannibal
Stewart, Cynthia. . . . .	DeSoto
Smith, Georgia. . . . .	St. Joseph
Thompson, Aline. . . . .	Clarence
Wallace, Mary. . . . .	Clarence
Total. . . . .	9

## 1917.

Childers, Eula Mildred. . . . .	Wagoner, Okla.
Jordon, Mabel Elizabeth. . . . .	Inola, Kans.
Jennings, Lenora. . . . .	Warrensburg
Perry, Pearl-Mae. . . . .	Meadville
Ritchey, Mary. . . . .	St. Joseph
Vaughn, Cora. . . . .	Paris
Total. . . . .	6

## Machinery.

## 1909.

Henderson, Newton Jesse. . . . .	Marshall
Total. . . . .	1

## 1911.

William, Harry. . . . .	Elkville, Ill.
Total. . . . .	1

## 1910.

Tucker, Augustus. . . . .	Louisiana
Total. . . . .	1

1912.

Henderson, Ira Milton.....	Marshall
Total. . . . .	1

1914

Lucas, John Edward. . . . .	Sweet Springs
Total. . . . .	1

**MACHINERY AND AUTOMOBILE.**

1916.

Davis, James Randolph.....	Clarksville
Riddle, Cubb. . . . .	Eufaula, Okla.
Thomas, Oliver. . . . .	Gilliam
Walker, Sylvester. . . . .	Herculaneum
White, William. . . . .	Pittsburg, Kans.
Total. . . . .	5

1917

Carter, James Arthur.....	McKittrick
Total. . . . .	1

**WOODTURNING.**

1910.

Hardiman, Charles Harrison.....	California
Total. . . . .	1

1911.

Lawson, Earl Nathaniel.....	Barry, Ill.
Total. . . . .	1

1912.

Brodaus, Martin Luther. . . . .	Hannibal
Schweich, Mason Boone.....	Columbia
Coleman, William Kncble.....	Prairie Home
Neil, George Edward. . . . .	LaGrange
Total. . . . .	4

1913.

Lane, Archie Clyde. . . . .	Jefferson City
Drew, Todd. . . . .	Columbia
Crouch, Earl Franklin. . . . .	Butler
Neil, William. . . . .	LaGrange
Logan, Madison Henry.....	Slater
Total. . . . .	5

**MECHANICAL DRAWING.**

1909.

Lillard, Benjamin Harrison. . . . .	Mexico
Total. . . . .	1

1912.

McClanahan, Houston. . . . .	Kansas City
Total. . . . .	1

## 1914.

Lucas, Jesse. . . . .	Sweet Springs
Harvey, Floyd. . . . .	Troy
Evans, James Prytle. . . . .	Farmington
Murray, Arizona. . . . .	New Bloomfield
Total. . . . .	4

## CARPENTRY.

Woodson, Harry Porter. . . . .	Sweet Springs
Total. . . . .	1

## 1910.

Coleman, Charles Collins. . . . .	Wooldridge
Lee, Percy Harold. . . . .	Independence
Powell, Quinn Cyrus. . . . .	Savannah
Total. . . . .	3

## 1911.

Brown, Frederick Douglass. . . . .	Martinsburg
Lewis, William Byrd. . . . .	DeSoto
Nickens, Ezra Ralph. . . . .	Martinsburg
Poindexter, Harry Steven. . . . .	Blackwater
Young, Edward. . . . .	Fulton
Total. . . . .	5

## 1916.

Lansdown, LeRoy. . . . .	Jefferson City
Mansur, Hiawatha. . . . .	Richmond
Total. . . . .	2

## BLACKSMITHING.

## 1909.

Johnson, Earl Russell. . . . .	Sweet Springs
Total. . . . .	1

## 1910.

Holmes, Oliver Wendell. . . . .	Louisiana
Kimbrough, Lloyd Hosley. . . . .	Richmond
Majors, Harry Morton. . . . .	Macon
Williams, Vernon Frederick. . . . .	Louisiana
Total. . . . .	4

## 1911.

Anthony, Alexander. . . . .	Farmington
Criddle, Irie Bern. . . . .	Oak Ridge
Total. . . . .	2

## 1913.

Foster, Leslie. . . . .	Gilliam
Wells, Olin Palmer. . . . .	Napton
Total. . . . .	2

## 1916.

Johnson, Joel. . . . .	Williamsburg
Total. . . . .	1



A CLASS IN CONCRETE WORK.





## TAILORING.

## Three Years' Course.

1913.

Torrence, Jonathan. . . . .	Hot Springs, Ark.
Wilks, William Roscoe. . . . .	Springfield
Total. . . . .	2

1914.

Houston, Adolphus Robert. . . . .	Clarksville
Total. . . . .	1

1915.

Sallee, Lewis Edward. . . . .	Fulton
Hogan, Wilbur Edward. . . . .	Otterville
Salee, Lewis Edward. . . . .	Fulton
Total. . . . .	3

1916.

Ancel, Floyd. . . . .	Macon
Jackson, Oscar. . . . .	Lexington
Mast, Albert. . . . .	Boley, Okla.
Miller, Marshall. . . . .	Warrensburg
Poindexter, Abraham. . . . .	Blackwater
Total. . . . .	5

1917.

Brown, Jesse Andrew. . . . .	Arcadia
Carter, Raymond Genword. . . . .	Kansas City
Farris, Glover Cornelius. . . . .	Clarksville
Hall, Lannie. . . . .	Dalton
Kelley, Robert Henry. . . . .	DeSoto
Robinson, Harvey Mark. . . . .	St. Louis
Van Buren, William Edward. . . . .	Fulton
Total. . . . .	7

1917.

## Pest Graduate Course.

Hogan, William Edward. . . . .	Otterville
Mast, Albert. . . . .	Boley, Okla.
Miller, Marshall. . . . .	Warrensburg
Total. . . . .	3

## SHOEMAKING.

1913.

Schweich, Beverly Watson. . . . .	Columbia
Brooks, James William. . . . .	New Bloomfield
Total. . . . .	2

1914.

Logan, Benjamin Harrison. . . . .	Jefferson City
Total. . . . .	1

1915.

Carter, James Arthur.....	McKittrick
Henley, Henry Adams. . . . .	Sedalia
Smith, Irving Lee.....	Billingsville
Total. . . . .	3

1916.

Damel, Carroll.....	Jefferson City
Lane, Edward. . . . .	Jefferson City
Simms, Harvey. . . . .	Webster Groves
Townsend, Samuel. . . . .	Bonne Terre
Total. . . . .	4

**Agriculture.**

1908.

Bayles, Edward Wesley.....	LaGrange
Briscoe, Charles Manuel. . . . .	Holden
Carter, Henry James.....	St. Louis
Caves, Luther Lee.....	New Bloomfield
Coleman, Charles Collins. . . . .	Prairie Home
Jackson, Jeremiah. . . . .	Glasgod
Porter, Harry Woodson.....	Sweet Springs
Palmer, Malcolm. . . . .	Sedalia
Rogers, Clark Sanford. . . . .	Kansas City
Shackleford, James Edward.....	Tipton
Total. . . . .	10

1909

**Young Women.**

Booth, Winnie Leora.....	Eufaula, Okla.
Callaway, Esther Gertrude.....	Centralia
Enloe, Mattie Bell. . . . .	Jefferson City
Fields, Mattie Bell. . . . .	Columbia
Fields, Frances Mae.....	Maryville
Frierson, Virgil Mary.....	Webster Groves
Williams, Gertrude Advertie.....	Speed
Young, Eleanor Merdith.....	Ottumwa, Iowa
Total. . . . .	8

**Young Men.**

Douglass, Jesse. . . . .	LaGrange
Lewis, Jessie. . . . .	Boynton, Okla.
Marshall, Clifford Anderson.....	Poreter, Okla.
Total. . . . .	3

1911.

Anthony, Alexander. . . . .	Farmington
Crouch, Earl Franklin. . . . .	Butler
Duncan, Dante Covelle. . . . .	Jefferson City
Foster, Leslie Henderson.....	Gilliam

Lawson, Earl Nathaniel.....	Barry, Ill.
Payne, Persie Coleman.....	Boonville
Ray, Harvey.....	Bunceton
Thurman, Frederick Scott.....	Wright City
Toley, William Benjamin.....	Boonville
Venters, Alfred Franklin.....	Vinita, Okla.
Williams, Charles.....	Tipton
Young, Edward.....	Fulton
Young, Archbald.....	Fulton
Total.....	13

## 1912.

Brookins, George.....	Martinsburg
Bartley, Carter.....	Fulton
Brown, Edward Everette.....	Martinsburg
Cropp, Neil Lewis.....	Glasglow
Damel, Paul Elbert.....	Jefferson City
Farris, Odie Lee.....	Clarksville
Gibbs, William Martin.....	Jefferson City
Hockaday, Ernest Charles.....	Martinsburg
Houston, Adolphus Robert.....	Clarksville
Jackson, Robert Ervon.....	Glasgow
Mason, Oscar Marvel.....	New Haven
Misner, George.....	Butler
Majors, William Clyde.....	Macon
Poindexter, Moses Reed.....	Blackwater
Reid, Vernett Vanis.....	Hannibal
Rusesll, Benjamin Franklin.....	Ironton
Soil, Thomas.....	Martinsburg
Strawn, Alexander.....	Columbia
Wells, Olin Palmer.....	Napton
Wilkins, Ernest Jesse.....	Farmington
Total.....	20

## 1913.

Bolden, Frederick.....	Elsberry
Henley, Ottoway.....	Sedalia
Holmes, James Minor.....	Warrensburg
Lansdown, Leroy.....	Jefferson City
Logan, Romeo.....	Slater
Logan, Madison Henry.....	Slater
Short, Harry.....	California
Turner, Benjamin.....	Versailles
Total.....	8

1915.

Chappel, Leon Christopher.....	Greenville, Miss.
Henley, Henry Adams.....	Sedalia
Rhodes, Sumner Polk.....	Blue Springs
Robinson, Harvey Mark.....	Ste. Genevieve
Total. ....	4

**Agriculture.**

1916.

**Young Women.**

Anderson, Clara. ....	Columbia
Payne, Odessa. ....	Columbia
Total. ....	2

**Young Men.**

Brown, Jessie. ....	Arcadia
Davis, James. ....	Clarksville
Evans, Ray. ....	Jefferson City
Green, Robert. ....	Chillicothe
Johnson, John. ....	Warrensburg
Poindexter, Abraham. ....	Blackwater
Queen, Manzilla. ....	Hannibal
Thomas, Rufus. ....	Gilliam
Townsend, Samuel. ....	Bonne Terre
Total. ....	9

1917.

**Young Women.**

Evans, Ruby Mae. ....	Jefferson City
Lansdown, Goldie. ....	Jefferson City
Total. ....	2

**Young Men.**

Mast, Albert. ....	Boley, Okla.
Stevenson, Oliver. ....	Napton
Reedy, Walter. ....	Joplin
Total. ....	3

**BACHELOR OF SCIENCE IN AGRICULTURE.**

Chapple, Leon Christopher. ....	Greenville, Miss.
Total. ....	1

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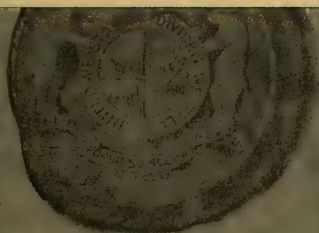
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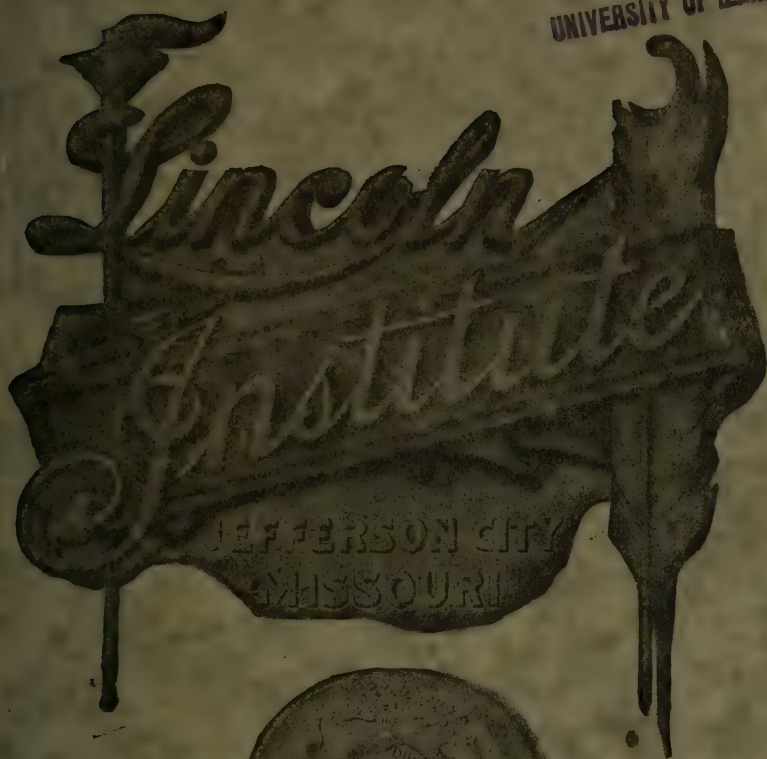


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# CALENDAR FOR 1919-1920

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*Forty-Eighth*

*Annual Catalogue*

OF

Lincoln Institute

*Jefferson City, Mo.*

1919-1920











Lincoln Institute En Masse



## CALENDAR.

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### 1919.

September 1 .....	Boarding Department opens Monday.
September 2 .....	Examination for admission.
September 2 .....	First Semester begins Tuesday.
September 19 .....	8:00 p. m. Friday, Reception for Faculty and students.
November 27.....	Thanksgiving Day.
December 23 to Dec. 29.....	Christmas holidays.

### 1920.

January 19.....	Examinations for First Semester.
January 23 .....	First Semester ends, Friday.
January 26 .....	Second Semester begins, Monday.
February 12 .....	Spencer Gold Medal Oratorical Contest
February 23 .....	Washington's Birthday.
May 8.....	Saturday night, Inter-Society Prize Declamation Contest.
May 14.....	Student Entertainment in city church.
May 15.....	President's Reception to Graduating class.
May 17-18.....	Examinations for Graduates.
May 22.....	Exercises of the Musical Department.
May 23.....	Sunday, Baccalaureate Services.
May 24, 25.....	Second Semester Examinations.
May 25.....	Tuesday, Junior Normal Class Play.
May 26.....	Wednesday, p. m., Military Drill and Gymnastic Exhibition.
May 26.....	Wednesday evening, Senior Normal Class Day Exercises.
May 27.....	Thursday a. m. Industrial Exhibition.
May 27.....	Thursday p. m., Meeting of Alumni Association.
May 27.....	Thursday evening, Alumni Program and Reception.
May 28.....	Friday, Commencement Day.
June 7.....	Monday, Summer School Begins.
July 28.....	Summer School closes.

## BOARD OF REGENTS, LINCOLN INSTITUTE.

	Approved	Term Expires
J. E. Maughs, Fulton.....	Feb. 1, 1912	Jan. 1, 1919
Judge Sam Daniels, Versailles.....	Jan. 1, 1919	Jan. 1, 1925
Judge W. K. James, St. Joseph.....	July 1, 1919	Jan. 1, 1921
Prof. C. A. Phillips, Warrensburg.....	Jan. 30, 1918	Jan. 1, 1923
F. S. Sasse, Brunswick.....	Jan. 1, 1919	Jan. 1, 1923
T. S. Mosby, Jefferson City.....	Jan. 1, 1915	Jan. 1, 1921

## OFFICERS OF THE BOARD.

T. S. Mosby.....	President
J. E. Maughs.....	Vice-President
Nelson C. Burch.....	Secretary

## EXECUTIVE COMMITTEE.

T. S. Mosby, Chairman	
Supt. Sam A. Baker	J. E. Maughs



# Lincoln Institute Faculty

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## ADMINISTRATION.

CLEMENT RICHARDSON, President.

I. CLIFFORD TULL, Dean.

ETHEL D. ROBINSON, Secretary.

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## INDUSTRIES AND DISCIPLINE.

J. E. ROSE, Blacksmithing, Wheelwrighting and Auto Repair.

SAMUEL L. BURLONG, Shoemaking, Repairing and Military Drill.

MYRTLE CRAIG BOWEN, Domestic Science, Supervisor of Dining Hall.

HELEN G. CRAMPTON, Dressmaking, Plain sewing.

BLONDYNE DOYLE, Matron.

LETITIA E. WILLIAMS, Handicrafts.

J. H. VILEY, Carpentry.

ARTHUR RICHARDSON, Tailoring.

HARLEY HUNTER, Agriculture.

MAGGIE HAYES, Matron.

IRENE HERON, Nurse.

JULIA SKINNER, Laundering.

## LITERARY AND COLLEGE.

CLEMENT RICHARDSON, Psychology, Ethics.

I. CLIFFORD TULL, Mathematics.

J. W. DAMEL, General Science and Agriculture.

V. H. COLLINS, Mathematics.

L. E. WILLIAMS, Drawing, Writing.

ETHEL ROBINSON, Elocution.

BEATRICE S. LEE, Vocal and Instrumental Music.

L. MARGARET LANE, Gymnastics and English.

PAULINE A. RAY, Languages.

W. E. JACOBS, Pedagogy and English.

T. PARKER SMITH, Business and History.

CHARLES BROOKS, Model School.

VIRGIL E. WILLIAMS, Field Agent.

MARIE SHANNON, Student Assistant Teacher.

MABEL DINKINS, Pedagogy and English.

WILLIAM P. JASON, Physics and Chemistry.

## HISTORICAL SKETCH.

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Lincoln Institute is one of the few states schools, if not the only one, to owe its origin to the contribution of Negroes. Shortly after the Civil War, the soldiers of the Sixty-second and Sixty-fifth Regiments of the United States Colored Infantry contributed a fund of \$6,379.00 to establish a Negro school in the state of Missouri.

The Board of Trustees was organized on June 8 and incorporated on the twenty-fifth of the same month, 1866. In the same year on the seventeenth of September school opened.

The first President of Lincoln Institute was Richard Baxter Foster, of Hanover, N. H. He was born October 25, 1826, and died April 26, 1901. He was the first and only white president of Lincoln Institute.

"The Legislature of 1879 appropriated \$15,000 for the support of the Institute, provided \$5,000 should be applied to the payment of its indebtedness. This appropriation was contained in the general appropriation bill, and was a grant to a corporation managing a charity. The Constitution provides: 'The General Assembly shall have no power to make any grant \* \* \* of public money or thing of value to any individual, association or individual, municipal or other corporation whatever.'" The grant was in violation of that part of the Constitution just quoted. Governor Phelps, from whose message to the Legislature the above is taken, held the bill until the Board of Trustees met and unanimously voted to transfer the Institute to the state. The bill was immediately approved. This friendly act of the late Governor enabled the trustees to pay every dollar of the debt which for

several years had embarrassed them, and to place the Institute on a more permanent basis.

Since the Institute became a state school the Legislature has not only made large appropriations for its maintenance, but has also given money to erect dormitories, to purchase scientific apparatus, to make additions to the library and to repair the main building.

By an act of the Thirty-fourth General Assembly a college and a college preparatory school were established in connection with the Institute.

The same assembly also passed an act which provides that the normal diplomas shall entitle their holder to teach in the schools of the state without further examinations; also that the graded certificates, which are granted upon the completion of the two years' course, shall entitle their holder to teach the several branches therein named for a period of two years from the day of graduation. Provision is made in the act for annulling these diplomas and certificates whenever it is found necessary.

By an act of the Thirty-Sixth General Assembly an Industrial Department was established in connection with the Institute.

The main building was destroyed by fire on the first of August, 1894, but was soon replaced by a far more commodious structure, for the erection of which the Legislature appropriated the sum of \$40,000.

Since then the Legislature has appropriated at different times money to erect a dormitory for young men, one for the young women and a central heating plant. Lincoln Institute, therefore, is well equipped in buildings, as well as in teaching force, for the work she has to do.

Lincoln Institute has a high school department, a normal department, a college department, a preparatory department, departments of mechanical industries, a musical department, a model school and a farm.

### LOCATION.

Lincoln Institute is situated on a high hill in Jefferson City, Missouri. Its campus is composed of 20 acres of rolling hills and level plots. Jefferson City, in which Lincoln Institute is located, is about one hundred and twenty-five miles west of St. Louis. It is about equal distance between St. Louis and Kansas City. Persons coming to Lincoln Institute will get off at the Jefferson City station and come to the school on the street car, or in a taxi cab.

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### EQUIPMENT.

In addition to the twenty acres of campus land, the Institute has 60 acres of farm land. This is used for practical farming and for teaching the various forms of agriculture. Horses, mules, cattle, poultry and swine are available for study here, as well as the soil and crops.

Each department in which trades are taught is furnished with modern equipment. The carpentry shop, the blacksmithing and wheelwrighting shop, the wood-turning shop, the machine shop, the domestic science, the plain sewing and dress making and the laundry divisions are all well appointed with tools for teaching and for doing actual work.

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### ENTRANCE REQUIREMENTS.

Students who do not bring certificates or diplomas from schools in the state will be required to take an examination and will be assigned classes according to the subjects passed. Even those who hold certificates or diplomas may be subject to an oral examination, especially as to their fitness in English and mathematics.

To enter the courses in Pedagogy one must have seen



graduated from a high school in good standing. All students entering Lincoln Institute for the first time must bring, or furnish before coming letters of recommendation from their pastor, teacher, or some leading citizen in their community.

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### TRANSFERENCE.

Students who are transferring from other schools must bring letters of honorable dismissal.

# General Information

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A student entering Lincoln Institute thereby agrees to keep its rules and regulations, and to leave behind all fire arms and weapons; to take no intoxicating drinks into his room, nor to smoke in any of the rooms or on the campus of the Institution; violation of these rules will automatically dissolve his relationship with the school.

Each student must furnish his own text books, which can be bought at a local book store. No student without text books may hope to pass his subjects.

Regular attendance is required at chapel and at Sunday evening services in the school. At other times students are permitted to attend church services in Jefferson City.

Students who re-enter must pay all back bills before registering.

Students must provide themselves with sheets, pillow cases, towels, quilts, rugs and pictures for their rooms. Each student will also bring at least two table napkins, on which he will mark his name. No student will be permitted to eat in the dining room without his napkin.

Students' clothes will be washed and ironed in the laundry, which will be in charge of a teacher and students, who will handle all the clothes under the direction of the school. All clothing should be labeled with the student's name, otherwise the laundry cannot be responsible for the loss of goods.

Beginning with September, 1918, a beginning course in practical Hygiene was started at Lincoln Institute and a hospital room was provided in the girls' dormitory and one in the boys' dormitory for slight cases of illness, without charge to the student. Should the illness become

serious, the doctor will be called in at the student's expense.

Each student must pay, upon entering, his tuition fee and his board for one month. A ticket will be given to the boarding students, which will admit them to the dining hall. No one will be admitted to the dining hall without this ticket. These tickets will be renewed at the beginning of each month when the board is paid.

No student is permitted to visit the city without the permission of the office. No more than one or two visits a week will be permitted any student. Permission to go to town, or elsewhere, will be governed very largely by the student's deportment. Any one whose deportment is not good will not be permitted to go to town or off the campus. No student boarding on the campus is permitted to go to town or off the campus at night without special arrangement with the president's office. All girls going to town must be chaperoned. All students, girls or boys, will give notice of their departure from the grounds and of their return.

A doctor's certificate showing that the student is in good health is required of all students, old and new, at the time of registration. Whenever necessary, the student must be vaccinated; for this and for general medical attention, a fee of 50 cents will be charged.

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### THE SUMMER SCHOOL.

The Summer School is run for two main purposes: first, for teaches who wish to pursue special studies or to do work to extend their grades; secondly, students who have failed in their subject during the year, and students who wish to do advanced work will find the Summer School the best means to that end. In general a half Course certificate will be granted for three summers work, and a Life Certificate for six summers work, pro-

vided the candidate has already been graduated from a standard High School. In all cases, however, the individual is considered.

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### **DORMITORIES.**

Dormitory rooms are furnished for both boys and girls. Each room contains a bed, mattress, table and chairs. Students furnish their own bed linen, quilts, blankets and comforts. It is highly desirable that each student make his room as attractive and home-like as possible, by putting pictures on the walls and small rugs on the floor. The following is a suggested list of necessary articles for both boys and girls:

Uniforms are required.

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### **GIRLS' SUGGESTED LIST.**

1. Uniform.
2. Two lawn waists.
3. One shirt waist with long sleeves.
4. Three changes of winter underwear.
5. Three changes of summer underwear.
6. One pair of good shoes.
7. Pair of rubbers (required).
8. One rain coat.
9. One umbrella.
10. One laundry bag.
11. Two gingham aprons.
12. One heavy skirt.
13. Three night dresses.
14. Comb, brush, mirror, tooth brush and paste.
15. Three table napkins.

---

### **BOYS' SUGGESTED LIST.**

1. One suit of working clothes.
2. One laundry bag.

3. At least one-half dozen collars.
  4. At least three negligee shirts.
  5. Three night shirts.
  6. Comb, brush, mirror, tooth brush and paste.
  7. Three suits of heavy underwear.
  8. Three suits of summer underwear.
  9. Three table napkins.
- 

### STUDENT LIFE AND ACTIVITIES.

Practically every educated person who goes out into life is expected to take part in religious work of some kind. The Sunday School, the weekly prayer meeting, the Y. M. C. A. and Y. W. C. A. at Lincoln Institute furnish ample opportunity for development in this direction. Students are urged to join and take part in the work of at least one literary society and one of the religious organizations.

Again there are several voluntary clubs which give specific instruction. The Young Women's Sewing Club, the Arts and Crafts Club, the Dramatic Club furnish specific instruction for all those who wish to develop special talent through more intensive voluntary study.

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### LIBRARY.

Lincoln Institute has a small but useful Library on the second floor of the main building. The Library contains about 4,000 volumes, counting both books and periodicals. The Library will be open at special hours during the day and of evenings. Books may be drawn for use in the study hall or to be taken to the student's room.

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### MODEL SCHOOL.

The Institute maintains a Model School on the campus. Here students of the normal departments are given practice by observing the handling of graded pupils, as



well as by teaching the classes. Students of the preparatory grades will take their subject in the Model School.

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### **MILITARY SYSTEM.**

The military system was established at Lincoln Institute last September. This means that students rise and retire at a given hour, and that their rooms are subject to inspection every day.

Also our students are required to wear uniforms. The uniforms for the boys will be made in the division of tailoring, those of the girls, in the division of plain sewing. The uniform for the boys will cost \$20 not including cap. The uniform cap costs about \$2. The uniform of the girls including one dark blue serge skirt and two white waists will cost \$11.

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### **BAND.**

Lincoln Institute will have a large band. Students who enter the band will be given regular hours for drill and instruction free. Those who have any kind of band instruments are advised to bring them. The band will be used for military drill and on many public occasions.

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### **ORCHESTRA.**

The orchestra is a very essential organization of the school. It plays at all chapel services, and often during meal time, and other public services. Students with string instruments are advised to come ready to join this company. Regular practice hours will be held for both band and orchestra.

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### **CHORUS MUSIC.**

Lincoln Institute has long been celebrated for its good music. Regular chorus singing of both Negro melodies

and more technical music will be given under the direction of a competent leader.

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### REGULAR COURSE IN MUSIC.

Private lessons are given on the piano and violin. For either an extra charge of \$2 per month payable at the beginning of each month is made.

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### EXPENSES AND AIDS.

The tuition fee for all Missouri students is \$5.00 per year, payable at the opening of school. For non-residents of Missouri the entrance fee is \$15.00 per year in advance. Tuition for Summer School will be three dollars (\$3). The board for the students is \$12.00 per month, and laundry \$1.00, making a monthly payment of \$13.00 for each student. Opportunities will be given in the school for a limited number of students to work out all or a part of their board. Students also find work in the city, whereby they may earn money to help defray their expenses.

Total sum which students will need upon entering will be as follows:

#### MISSOURI STUDENTS—BOYS.

Board and laundry.....	\$13.00
Year's tuition fee.....	5.00
Uniform .. ..	20.00
Medical fee .....	.50
Approximate cost of books.....	5.00
Total.....	<hr/> \$43.50

#### MISSOURI STUDENTS—GIRLS.

Board and laundry.....	\$13.00
Year's tuition fee.....	5.00
Uniform .. ..	11.00
Medical fee .....	.50
Approximate cost of books.....	5.00
Total.....	<hr/> \$34.50



Lincoln Institute Chorus Singing Before The Fiftieth General Assembly



## NON-RESIDENTS OF MISSOURI—BOYS.

Board and laundry.....	\$13.00
Year's tuition fee.....	15.00
Uniform .. ..	20.00
Medical fee .....	.50
Approximate cost of books.....	5.00
<hr/>	
Total.....	\$53.50

## NON-RESIDENTS OF MISSOURI—GIRLS.

Board and laundry.....	\$13.00
Year's tuition fee.....	15.00
Uniform .. ..	11.50
Medical fee .....	.50
Approximate cost of books.....	5.00
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Total.....	\$44.50

NOTE: Changes in board are wholly dependent upon food regulations. If prices on food are further increased the cost of board will necessarily be higher.



# General Regulations For Teachers And Students

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I. Members of the Lincoln Institute Faculty and student body are expected to conduct themselves as to reflect credit upon the school. Any conduct to the contrary will furnish ample reason for severance of relations with the school.

II. General dancing is not permitted on the Lincoln Institute Campus.

III. Keeping unauthorized arms, or deadly weapons in possession, drinking intoxicating liquors of any kind, playing cards or any games of chance, use of tobacco in any form are positively prohibited by the regulations of the Institute.

IV. Continual failure in study, or habitual neglect of duties, or general pernicious influence upon other students may at any time, after due notice to the parents or guardian, cause the enforced withdrawal of a student.

V. No diplomas will be given students who are in arrears for any Institute duts, contracting of debts elsewhere is forbidden.

VI. All punishment is by demerits as follows: five demerits make one warning; ten demerits two warnings and a reprimand by the President; fifteen demerits the parents are notified and twenty demerits in any one session make a student liable to suspension. Suspended students may be reinstated by the President.

VII. Every student upon matriculating assumes an obligation to obey all rules and regulations and orders emanating from proper authority and to discharge his or her duties with regularity, fidelity and honor.

VIII. Parents and guardians are urged in making

remittance for students to send money by postal money order or express money order or registered letter direct to the President. He will not be responsible for money sent to the students. All requests for students to come home, or to visit friends in Jefferson City or elsewhere, or to be withdrawn, must be made to the President.

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## Courses Of Study

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Whenever the term "year" or "school year" is used it means the school year of ten months or two hundred days.

The school year is divided into semesters of five months or one hundred days each.

A credit is the work of one semester; a unit is the work of one year or two semesters.

We use the term "unit" to measure all high school work.

The term "semester hour" is used to measure all subjects of normal and college grade.

Students usually carry four subjects a year, five times a week with a recitation period of fifty minutes in length.

One unit is equivalent to seven and one-half semester hours. Four units are equivalent to thirty semester hours. By carrying four studies successfully for one year, a student is credited with thirty semester hours in college and normal work.

# Preparatory Department

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In the Preparatory Department there are three classes, known as classes D, C, and B. These classes correspond to the sixth, seventh, and eighth grades, respectively. The courses offered in these classes are the same as courses offered in the corresponding grades in the public school. Students making these grades will not be assigned to trades, but will be allowed to work in the division of a trade which they wish to take, until they enter the high school. Where this is not possible the student will be assigned to such work as will seem best suited to his particular case.

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## GRAMMAR SCHOOL COURSE.

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### “D” Class or Sixth Grade.

English—Reed & Kellogg.

Reading—Searson & Martin, Book 6.

Nature Study.

Arithmetic—Hamilton.

Geography—Dodge.

Vocal Music.

### “C” Class or Seventh Grade.

Reading—Searson & Martin, Book 7.

Arithmetic—Hamilton.

Geography—Complete, Dodge.

English Grammar—Reed & Kellogg.

Nature Study.

Writing and Drawing.

Vocal Music.

**"B" Class or Eighth Grade.**

Arithmetic—Hamilton.

English Grammar—Reed & Kellogg.

United States History—Bourne and Benton.

Writing and Drawing.

Reading—Searson & Martin, Book 8.

Physiology—Walters.

Vocal Music.

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**HIGH SCHOOL COURSE 16 UNITS.**

This course is almost identical with the course prescribed for the Missouri High Schools by the State Department of Education. Graduates of this course will receive a diploma and will be admitted to the Junior Normal Class or the Freshman College Class.

**FIRST YEAR:****Required Studies**

English (review of Grammar, Rhetoric and Composition).

Algebra.

Agriculture.

**Electives**

Latin

Trade

Ancient History

Mechanical Drawing.

**SECOND YEAR:****Required Studies**

Plane Geometry.

English (Composition and Rhetoric).

Latin or French.

**Electives**

Biology

Trade  
Modern and Mediaeval History  
Mechanical Drawing.

**THIRD YEAR:**

**Required Studies**

English  
Negro History and American History

**Electives**

Advanced Algebra 1-2.  
Solid Geometry 1-2.  
French or Latin 1-2.  
Physics  
Trade  
Mechanical Drawing

**FOURTH YEAR:**

**Required Studies**

English  
Economics 1-2  
Civics 1-2  
Chemistry  
Elocution

**Electives**

Trigonometry 1-2.  
French or Latin.  
Trade.  
Mechanical Drawing.

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**EXPLANATION.**

For graduation sixteen (16) Units of work must be satisfactorily completed. Four of these units must be in English, three in Mathematics, two in Latin or French, two in History and Government and one in Science.





Lincoln Institute Varsity Foot Ball Team



# Normal Department

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Sixty semester hours are required above the high school course. From six to eight weeks of practice teaching must be done in the public schools, under the supervision of the teacher in charge of education and the teacher in charge of the public school.

The degree of B. Pd. and a life certificate to teach in the public schools of Missouri are given to those who complete the course satisfactorily.

## JUNIOR NORMAL.

### First Term.

- (3) History of Education.
- (5) Psychology.
- (3) Rural Pedagogy.
- (5) English
- (5) Drawing, Arts and Crafts.
- (2) Elocution.

### Second Term.

- (3) History of Modern Education.
- (5) Child Psychology.
- (3) Rural Pedagogy.
- (5) English.
- (5) Drawing, Arts and Crafts.
- (2) Elocution.

## SENIOR NORMAL.

### First Term.

- (3) School Management
- (5) The Elementary Course of Study.
- (3) Methods.
- (3) Practice Teaching.
- (2) Public School Music.

**Second Term.**

- (3) Educational Psychology.
- (2) The Elementary Course of Study.
- (3) Methods.
- (3) Practice Teaching.
- (2) Ethics.

**Note.**—The numbers preceding each course indicate the number of recitations per week.

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# College Of Letters And Science

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This department was established that students who attend the Institute may pursue a collegiate course, the same as students at the State University at Columbia. Graduates of first-class high schools and any who pass a satisfactory examination will be admitted to this department.

Students who specialize in the Languages and in History and Sociology will be granted the degree of Bachelor of Arts; those who prefer the Sciences will be granted the degree of Bachelor of Science.

No student is eligible for the degree who has not been in residence at Lincoln Institute one year.

One hundred and twenty semester hours are required of those who complete this course. The following is the course of study:

**FRESHMAN:**

- 1. Trigonometry—5.
- 2. Latin or French—3.
- 3. Zoology—3.
- 4. Composition and Rhetoric—3 hours with consultation.

**Second Half Year.**

1. English—3 with consultation.
2. Latin or French—5.
3. College Algebra—5.
4. Botany—3.

**SOPHOMORE:**

1. English—3 with consultation.
2. Latin or French—5.
3. Logic—5.
4. Chemistry II—5.

**Elective**

Analytic Geometry—5.

**Second Half Year.**

1. English, Modern Fiction including Negro Authors.
2. Latin or French—5.
3. Chemistry—5.
4. Psychology—5.

**JUNIOR:**

1. English—3 with consultation.
2. Physics II—5.
3. Philosophy—5.
4. Ethics—5.

**Electives**

Languages.

Biology.

**Second Half Year.**

1. English—3 with consultation.
2. Physics II—5.
3. Philosophy—5.
4. Modern History—5.

**Electives**

Languages.

Differential and Integral Calculus,



**SENIOR:**

1. English—3 with consultation.
2. History of Art—5.
3. Sociology—3.
4. Economics—5.

**Electives**

- Languages—5.
- Geology—5.
- Aesthetics—3.

**Second Half Year.**

1. English—3.
2. Geology—5.
3. Education—5.
4. Sociology—3.

**Electives**

- Languages—5.
- Greek and Roman Life—3.

# Two Year Course In Vocational Home Economics

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## FIRST YEAR.

### First Half Year.

1. English, Composition and Literature—5.
2. U. S. History—5.
3. Drawing and designing—5.
4. General Household Science—5.

### Second Half Year.

1. English, Composition and Literature—5.
2. Negro History—5.
3. Garment making—5.
4. Food study and cooking—5.

## SECOND YEAR.

### First Half Year.

1. English Literature—5.
2. Civics—5.
3. Physiology and Home Nursing—5.
4. General Science—5.

### Second Half Year.

1. English Literature—5.
2. Civics—5.
3. Elementary Dress Making—5.
4. House Keeping and Household Accounts—5.

# Industrial Department

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Lincoln Institute offers the following courses for the year 1919-1920:

## FOR BOYS.

1. Blacksmithing and wheelwrighting.
2. Carpentry and wood-turning.
3. Mechanics and auto repairs.
4. Shoe-making.
5. Tailoring.
6. Agriculture.
7. Nurse Training.

## FOR GIRLS.

1. Domestic Science.
  2. Plain sewing, dressmaking.
  3. Laundering.
  4. Handicrafts.
  5. Nurse Training.
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## ONE YEAR COURSE IN ARTISANSHIP.

Realizing the demands of the time, and that many men have passed the age to apply themselves to books, it seems best to offer a one-year practical course in Artisanship. Students entering this course will put in full time each day. Periods may be allowed off to take specific studies such as are needed for the trade. At the end of the year a statement will be issued to the student completing the course. The following courses are open for this purpose:

1. Blacksmithing.
2. Wheelwrighting.
3. Machine shop practice.

4. Carpentry.
5. Tailoring.
6. Shoe making.
7. Cooking.
8. Sewing.
9. Boiler tending.
10. Dressmaking.
11. Nursing.

# Explanation of Courses

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## ENGLISH.

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### First Year High School.

This course consists of intensive study of Grammar and frequent oral and written compositions. Special emphasis is placed upon spelling and punctuation, and good penmanship, and the proper forms of letter writing. The following books will be read for study:

The Sketch Book, by Washington Irving.

The Vision of Sir Launfal, James Russell Lowell.

The Gold Bug, Edgar Allen Poe.

Christmas Carol, Charles Dickens.

For outside reading select any five of the following, upon which written and oral reports will be made and credits given:

Bible, Old Testament Stories.

Cooper, The Last of the Mohicans.

Kipling, Kim.

Dickens, The Tale of Two Cities.

Mark Twain, Huckleberry Finn.

Poe, Selected Tales.

Rice, Mrs. Wiggs of the Cabbage Patch.

Stevenson, Kidnapped.

Wiggins, Rebecca of Sunnybrook Farm.

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### Second Year.

Rhetoric. In this course the principles of Rhetoric are mastered and much practice is given in oral and



written composition. The following classics will be studied in connection with the course in Rhetoric:

The Ancient Mariner, Coleridge.

The Merchant of Venice, Shakespeare.

Ivanhoe, Scott.

The Deserted Village, Goldsmith.

Four outside reading select any five of the following:

Bible, Esther, Ruth.

Blackmore, Lorna Doone.

Bunyan, Pilgrim's Progress.

Dickens, David Copperfield.

Hale, The Man Without a Country.

Kipling, Captains Courageous.

Mark Twain, Prince and Pauper.

Scott, Kenilworth.

Warner, Being a Boy.

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### Third Year.

Here the course in Rhetoric is completed. A number of long themes illustrating the use of description, narrative, exposition and argumentation are written, examined and rewritten. The following classics will be studied:

Sir Roger DeCoverly Papers, Addison.

Silas Marner, Eliot.

Golden Treasury II, Palgrave.

Julius Caesar, Shakespeare.

Selections from Speeches and letters, Lincoln.

For outside reading select any five of the following:

Bible, Genesis, Joshua, Judges.

Dana, Two Years Before the Mast.

Goldsmith, The Vicar of Wakefield.

Hawthorne, The House of Seven Gables.

Hughes, Tom Brown's School Days.

Scott, Quentin Durward.

Seton, The Trail of the Sandhill Stag.

Shakespeare, *A Midsummer Night's Dream*.  
 Stevenson, Dr. Jekyll and Mr. Hyde.

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#### Fourth Year.

Composition and Literature. Composition in this course consists of written addresses, extempore speaking, debates, both oral and written. Long narratives, sustained descriptions, and personal sketches. The following classics will be studied:

Speech on Conciliation, Burke.

Essay on Burns, Carlyle.

Sesame and Lilies, Ruskin.

Macbeth, Shakespeare.

Farewell Address, Washington.

For outside reading select any five of the following:

Austen, *Pride and Prejudice*.

Eggleston, *The Osier Schoolmaster*.

Eliot, *Romola*.

Holmes, *the Architect of the Breakfast Table*.

Kingsley, *Westward Ho!*

Parkman, *The Oregon Trail*.

Shakespeare, *As You Like It*.

Wright, *The Shepherd of the Hills*.

Van Dyke, *The Blue Flower*.

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## COLLEGE COURSE

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### ENGLISH.

**English I.** (Freshman). A year's work designed to establish the first year college student in habits of careful writing and speaking and to familiarize him with the fundamentals of rhetoric. There is a constant drill in practice composition and in the study of literary types.

**English II.** General History of English Literature. This course is intended to give the student an unde-

standing of the origin and growth of the English language including the growth of vocabulary, grammatical changes, and history of meanings, spelling and pronunciation. Some Anglo-Saxon will be read so as to have a basis of comparison.

Text: Krapp, Modern English.

**English III.** Argumentation. Here the principles of debate are learned and applied. Several briefs are drawn and arguments written. In the second half of the year Debating Teams are formed and regular debating contests held in class.

Texts: Foster's Argumentation and Debating, Maxcy's The Brief.

**English IV-(a).** Victorian Poetry. The History of the period, the customs of the time and the general trend of thought in the nineteenth century as reflected in the work of Tennyson, Browning, Arnold and Rossetti.

**English IV-(b).** Modern Fiction. This Course seeks to show the influences of the old romance upon American fiction and the variations from the old types are noted in the early tales by Irving, Poe and Hawthorne. A study is made of the realistic short stories of James, Freeman and Harte, and the realistic novels of James and Howells. The negro's contribution to American fiction will be studied through Dunbar, Chestnut and Dubois.

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## HIGH SCHOOL COURSE

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### FRENCH.

**Beginners' French:** The student seeks to master a vocabulary while studying syntax and the peculiar forms of French pronunciation. He is required to translate French into English, and English into French. All work

tends to make the student think in French. Daily drills in Dictation.

Text: Fraser and Squair, French Grammar: Adolphe de Monvert, La Belle France: Mairret, La Tache du petit Pierre.

**Second Year French:** The Study of French Grammar is continued, but greater attention is given to translation and to reading classical literature.

Text: Halvey, L'Abbe Constatin: Merimee, Colomba: Corneille, Le Cid.

**Third Year French:** Composition and review of grammar, conversation rapid reading.

Texts: Hugo, Hernani: Dumas, La Tulip: Noire and Racine. Iphigenie.

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## COLLEGE COURSE

### FRENCH.

**French I-II:** Stress is laid upon the acquisition of a correct pronunciation after which the student is directed toward the attainment of (1) a facility in speaking and thinking in French, and (2) an accurate reading knowledge of the language.

Grammar: Fraser and Squair: Rollins "Preparatory French Reader": Knowles' and Tavards "Perfect French Possible."

**French III:** Advanced prose composition and conversation, conducted in French. Dictation. Conversation. Cameron's "Elements of French Composition."

**French IV:** History of French Literature. Lectures and illustrative readings.

**French V:** The Drama. First term, a study of the growth and development of French comedy and tragedy. Critical study of representative plays of the seventeenth Century Corneille, Racine and Moliere. Second term, a

study of the eighteenth and nineteenth century drama, Marivaux, Beaumarchais, Scribe, Augier, and Dumas Fils.

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### LATIN.

**First Year Latin.** First Semester: After learning the alphabet, stress is put on correct pronunciation and proper accent. Attention is paid to reading aloud with proper expression, and the translating of easy Latin into idiomatic English. The first four declensions are learned, also the tenses of the indicative of the four conjugations.

Second Semester: Comparison of adjectives and adverbs, followed by more complex sentences. English syntax and Latin are noted carefully. Word study is an important feature during this semester's work. For students pursuing the course but one year, work of a practical nature enables them to see the dependence of English and Latin.

Text: Pearson's "Essentials of Latin."

**Second Year Latin.** Caesar. The reading of the first four books of Caesar's Gallic Wars. Prose Composition. One hour a week.

Text: Bennett, Caesar Gallic War. Book I-IV.

**Third Year Latin.** Cicero's Orations. Six of Cicero's orations are read. Prose comparison. One hour a week. Sight reading.

Text: Bennett, Cicero's Selected Oration.

**Fourth Year Latin.** Six Books of Virgil's Aeneid are read. Sight reading. Latin Versification especially Dactylic Hexameter.

Text: Bennett, Aeneid, Book I-IV.

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## COLLEGE COURSE

### LATIN.

**Latin I.** Cicero, Livy and Horace.



Cicero: *De Senectute* and *de Amicitia*; Twenty first Book of Livy, Horace, Odes.

**Latin II.** Pliny, Horace and Tacitus. Selected Letters of Pliny are read, the Satires of Horace and the Annals of Tacitus.

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### HISTORY.

**Negro History:** Required of students in the third year high school. A study of the landing of the first Negroes, their growth in population and their use in the country as workmen. The period of slavery is studied, followed by a more intensive study of the Negro since slavery and the Negro of the present day.

Text Book: Brawley's *History of the Negro* and the *Negro Year Book*.

**Ancient History:** First Semester, a careful and thorough course of study of Oriental peoples, Greeks and Greco-Oriental world, the achievements of Alexander the Great.

Second Semester, from the Amalgamation of the East and West to Rome, Roman Empire and various changes leading to Romano-Teutonic Europe.

**Medieval and Modern History:** First Semester beginning with the empire of Charlemagne the various changes in the church during the Middle Ages are studied. The two great movements, Renaissance and the Reformation are compared showing their great influence on existing conditions.

Second Semester, the old Regime, the French Revolution and the establishment of the various countries in Europe, caused by the Industrial Revolution, are studied, ending with the 19th Century and the advance in society, science, education and religion.

**History of Art:** Required of all Seniors. This course is based on Vasari's "*Lives of the Painters*." 11

considers first, Prehistoric Art; second, the Art of the Renaissance; third, Art of modern times. The whole course emphasizes art as it reflects the lives of the people in various periods of history.

**Economics:** Required of the Fourth Year High School. In this course the student observes the relationship of the individual to the community, determines between productive and unproductive labor, learns the principles of taxation, wages, prices, rent, profit, the law of supply and demand, etc. One half year.

**Civics:** Second half year, required of student in the Fourth year High School. This course begins with the study of the United States' Constitution, followed by other forms of government in city and municipality. Self-government and the adjustment of the individual to his environment are emphasized.

**Logic:** This course begins with a brief study of the history of Philosophy and Philosophers. Special attention will be given to the different forms of reasoning and to the analysis and study of the syllogism.

**Sociology:** Required of Senior College students. This course deals with the Theory of Evolution, the origin and development of the family; modern problems of the family; birth rate and death rate; and the Malthusian theory of population. Much emphasis will be put upon the Negro problem of housing, transportation, and labor.

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## EDUCATION.

1. **Psychology.** A study and presentation of those facts in psychology that have evident bearing upon the problem of teaching. Special attention will be given to instinct, habit, memory, attention, interest drill, fatigue, the learning process, and individual differences. This study is introductory to all courses in the department of Education.

Text: James, Talks to Teachers.

2. **History of Education.** A historical survey of education ideals and practices. A detailed study will be made of Oriental, Greek, Roman, and Medieval Education. The purpose is to give a better understanding and appreciation of the present day education by studying the theories and movements which have influenced it in the past.

Text: Monroe, Briefer Course.

3. **History of Modern Education.** This course is a continuation of course number 2. Emphasis is placed on the theories and work of the great reformers of the modern period, and the growth of the modern school system.

Text: Monroe Briefer Course.

4. **Rural Pedagogy.** A study of the life and conditions of rural communities. Special attention will be given to the organization, correlation, and needs of the teacher of the one room school. Other problems such as, community centers, organization of different kinds of clubs, and in general the factor that the rural school can be in the home and community life will be thoroughly discussed.

5. **Child Psychology.** A course dealing with the mental processes of the child. His actions, wants, interest, experiences at all stages of his development are studied and form the basics of this subject. Course number 1 is a prerequisite of this course.

Text: Kilpatrich, Child Psychology.

6. **School Management.** This course deals with the school as an organization; the function of the school; the preparation of the teacher for the three kinds of school work: (1) organization, (2) management, (3) discipline; relation of the administrative factors; and the machanics of class room management.

Lecture Course.

7. **The Elementary Course of Study.** A systematic study of the value and content of the subjects which make up the course of study of the graded school. The best and newest method will be taught and demonstrations will be given with pupils who attend our model school.

Text: Used in Graded Schools of Missouri.

8. **Educational Psychology.** An advanced course in the psychological principles to education. Courses one and five are required as prerequisites for this course. The study of the whole field of psychology is made and each student makes a special study of some phase of child life or some practical detail in the art of teaching upon which he prepares a final thesis.

Text: Thorndike, Theory of Teaching.

9. **Methods.** In this course a general study of educational procedure is made first and followed by a more detail study of the different forms and the best methods for the recitation. This subject is correlated considerably with practice teaching. Special attention is given to the best methods suited for the particular grades and this causes a natural division of this course into parts: primary and upper grade methods.

10. **Practice Teaching:** Actual teaching is carried on in the Model School classes under the supervision of the Department. Following the assignment to the classes the prospective student teacher makes lesson plans and these plans must be satisfactory to the supervisors before the student teacher conducts a recitation. Credit toward a college degree, none (3 hours).

11. **Teachers Course in Drawing, Arts and Crafts.** This course is specially planned for teachers who have art work to do in their classes or who want to become



special teachers of this kind of work. A study is made of perspective, design, color theory, construction, decoration and appreciation. The fundamental principles and the best methods of teaching are studied concerning the following subjects: drawing, painting, paper cutting, clay modeling, and basket making. This course is open to Junior and Senior Normals.

12. **Public School Music.** In this course a study is made of notation, ear-training, sight reading, tone-production, care and development of the child's voice, song interpretation, methods of teaching and practice teaching, sight reading, tone-production, care and development of the child's voice, song interpretation, methods of teaching and practice teaching. (1 hr.)
13. **How to Study.** This subject includes a study of principles of study the methods, and the devices which one may use in the organization and memory of facts. It includes also methods and plans by which children may be taught to study. (3 hours optional).  
Text: McMurray, How to Study.
14. **Valedictory Prize.** The Senior High School Class of \$10 (ten dollars) to the High School Valedictorian providing that his or her average is as high as that of their valedictorian, Carrie Simpson, of Warrensburg, Mo., whose average was ninety and two-thirds.

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### MATHEMATICS.

**Algebra:** Required of all students of the first year High School. In this course, emphasis placed upon clear algebraic expression both in symbols and language, clear mathematical thinking, accuracy and rapidity in the mechanical operation, and care in checking the results. Through simultaneous equations.

Text: Lyman and Darnell, Elementary Algebra.



**Advanced Algebra:** Junior High School. This course centers around the quadratic equation. The subject is developed by a more formal process than would have been possible at an earlier stage. Many of the fundamental assumptions and definitions of Algebra are examined. The factor theorem, radical, quadratics, proportion and progression, receive the emphasis at this point. The graph is freely used thus connecting algebra and geometry. Completion of Secondary Algebra.

Text: Lyman and Darnell, Elementary Algebra.

**Plane Geometry:** In this course the early work is largely constructive, inductive and even intuitional leading gradually into rigorous and deductive thinking as the awakening mind feels need for it. Original demonstrations and practical applications form an important part of the work.

Text: Hart and Fieldman, Plane Geometry.

**Solid Geometry:** In this course students must have completed Plane Geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, solve problems relating to the mensuration of polygons and circles.

Text: Philipps and Fisher, Solid Geometry.

**Algebra I:** This course includes variation, Arithmetical, geometric and harmonic progressions, the binomial theorem for any rational exponent, the properties of and composition by logarithms; theory of equations, combinations, chance and infinite series.

Text: Rietz and Cathorne, College Algebra.

**Plane and Spherical Trigonometry:** This course embraces the use of tables, algebraic reductions, the solution of triangles by the aid of tables and by construction and measurement.

Text: Philipps and Strong, Plane and Spherical Trigonometry.

**Geometry I:** In this course the ordinary topics of Analytical Geometry will be taken up, including the straight line, the circle, the conic sections and some of the higher plane curves.

Text: Smith and Gale, Analytic Geometry.

**Differential and Integral Calculus:** The differentiation and integration of the Elementary functions are carefully studied. Much drilling is given in the mechanical process of differentiation and integration and the operations are illustrated and their utility indicated by application to problems in Geometry and Physics.

Text: Granville, Differential and Integral Calculus.

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## PHILOSOPHY.

**I. General Psychology:** This course presupposes an elementary knowledge of the brain and nervous system. Its aim is to reveal the nature of self and of society. Those laws of conscious life which determine behaviour are unfolded.

Texts: Pillsbury, The Essentials of Psychology: Ross, Social Psychology.

**II. Logic:** A practical course in the methods of correct thinking. The topics studied are the concept, various forms of judgment, induction, and deduction, syllogism, etc. The fundamental aspect of thought is particularly stressed and its underlying psychological principles. Creighton, An Introductory Logic.

**II. Ethics.** An introductory study of the chief theories of moral life. The aim of the course is to familiarize the student with the main aspects of Ethical history and theory and thereby reach a method of estimating the controlling conduct.

Texts: Thilly, Ethics.

**IV. History of Philosophy.** This course presents the fundamental conceptions of philosophical thought.

The cardinal virtues of the different periods are stressed.

Text: Rogers' Student's History of Philosophy.

**V. Aesthetics.** A detailed study of the various fine arts including dance, music, painting, literature and nature with the aim of realizing their relation to human nature and their value for social life.

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### PHYSICS.

One unit is required in the high School Course. To provide for experimental work two double periods per week are given. The aim is to make practical every phase of the work. The pupils are required to make careful record of their experiments. Note books must be presented containing these experiments and such practical problems as the teachers may assign. The work in Physics is carefully correlated with Physical Geography and other elementary sciences. In Pneumatics, full attention is given to ventilation and air currents. In Hydrostatics, to the city water system and other practical applications of water pressure. In Mechanics, the practical use of farm machinery, in Electricity the fitting up and installing of electric wiring for light, heat, power and projection.

**Advanced Course:** This course is to be taken in the Sophomore College year. It is mainly philosophical and mathematical. Carhart.

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### BOTANY.

The work of the first semester deals mainly with seeds and their germination, seedlings, stems, roots, leaves, etc. Also laboratory work in the testing of seeds, soils, fertilization and the environment for the growth and development of food plants and forests.

The work of the second Semester is to collect, analyze

and describe plants of the vicinity. Each pupil is required to make a permanent herbarium of fifty or more plants. Gray's School and Field Botany is used.

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## BIOLOGY-ZOOLOGY.

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### **Required of Freshman College Students.**

This course has two purposes. One, to teach the student to see and to analyze, and the other to give him a general and appreciative knowledge of class and species of the insect kingdom. At the same time a general foundation is laid for those who wish to specialize in Science.

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## BIOLOGY II.

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### **Required of Junior College Students.**

This course is a continuation of Zoology with the added study of the structure of animals. The structure of plants and their comparison one with another. Practical studies are supplemented with drawings and laboratory work.

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## GEOLOGY.

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### **Required of Seniors in the College Department.**

This is a study of the materials that make up the earth, rocks, minerals, deposits, formations, mountains and valleys; a study of the geographical changes of the North American continent is made, and the complete course is supplemented with excursions and out-door study.

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## MILITARY SCIENCE.

Every male student is required to perform military



duty. The course consists of: 1, Infantry Drills. The School of the Soldier; The School of the Squad; The School of the Company; The School of the Battalion, and open formation. 2. Setting up exercises and calisthenics to develop and strengthen all parts and muscles of the body; and to give the boy the bearing and carriage of the military man. 3. Discipline, to instill habits of self-control, self-reliance, self-respect and obedience to law and order.

Equipment: Wooden guns; U. S. flag; suits, white gloves and collars, sabers, guard house, armory.

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## DEPARTMENT OF CHEMISTRY.

The courses in chemistry are designed primarily to meet the wants (1) of those desiring a practical knowledge of the subject, and (2) of those feeling the need of more advanced work in order to prepare themselves for entrance to college or to Medical and other professional schools.

Especial stress is placed on the relation of the science to the trades, industries, and to its application in domestic life.

**I. Elementary Chemistry.** First Year Required. The instruction offered in the first year is intended to include the subject matter as outlined in a standard text book of high school grade.

**Method:** The course will consist of lectures and demonstrations by the instructor and recitations and laboratory work by the pupil. Two periods per week of 90 minutes each will be used for the laboratory practice.

**Text book:** McPherson & Henderson's "Elementary Chemistry" with manuals.



**First Semester.**

1. A study of some familiar non-metals such as sulphur and carbon.
2. The native metals: Gold, silver, platinum, etc.
3. The atmosphere: Oxygen. The general laws of gases.
4. Compounds of oxygen: oxides, water and hydrogen.
5. The Atomic Theory.
6. Organic compounds containing hydrogen, carbohydrates, hydrocarbons, etc.

**Second Semester.**

1. The sodium group of elements: Common salt, hydrochloric acid, etc.
2. Valence.
3. The halogens: Photography.
4. Acids containing oxygen and their salts.
5. Matches, explosives, dyes, fertilizers, etc.
6. Classification of the elements. The periodic system.

**Industrial Chemistry.** Elective. Third Year High School. Pre-requisite, Elementary Chemistry. This course will consist of a detailed, systematic study of the important commercial and natural products. The products treated will depend on the student's preparation and plans for future work. Especial stress will be placed on the application of the science to the particular trade or art which the student is pursuing.

Methods: (1) Lectures and recitations on the chemical processes and operations involved in the industries and the home, (2) Laboratory work in elementary ap-

plied chemistry, three periods per week, each 90 minutes.

### First Semester.

1. Fuels, water, acids, fertilizers, cement, glass, paints, explosives, metals, dyes, soaps.
2. Textiles: Leather, rubber, cloth, etc.
- 2a. Application to shoe making, tailoring, domestic arts, etc.    b. Application to agriculture, blacksmithing, etc.

### Second Semester.

1. Household Chemistry: Sanitation, bacteria, etc.
2. Food Chemistry: Starch, glucose, sugar, fats, oils, proteins, etc.
3. Applied Chemistry.

### II. Advanced Chemistry. Fourth Year. Elective.

This course will deal with material of general inorganic chemistry as taught in the first year of college. The student will receive a practical knowledge of chemistry through a study of history of chemistry, laws of chemical combination, uses and preparation of elementary and compound substances. Some simple qualitative and analysis will be done in connection with this course during the second semester.

Method: The course will consist of lectures, recitations and laboratory work. The laboratory work will be of a more advanced character than that given in the high school course. Two laboratory periods per week, each 90 minutes.

Text book: Alexander Smith's "Inorganic Chemistry" with manual.

### First Semester.

1. The laws of chemical combination, Boyles' & Charles' laws, etc.
2. A systematic study of the principal elements

and their compounds.

Much emphasis is laid on the scientific method as illustrated by chemistry and the applications of chemistry to human economy.

**Second Semester.**

1. Historical aspects. Discoverers of different elements, processes, etc.
  2. Elementary qualitative analysis.
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**ANALYTICAL CHEMISTRY (SOPHOMORE).**

**Pre-requisite, General Chemistry.**

In this course the student will analyze simple and complex substances by the usual qualitative and quantitative methods. Emphasis will be placed on the ionic theory and the law of mass action, but the course will be made practical through the testing of food and commercial products.

Method: (1) Lectures and recitations on the different methods of separation and identification of inorganic substances. (2) Laboratory work in separation of the constituents of substances whose composition is unknown to the student.

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**ANALYTICAL CHEMISTRY (SOPHOMORE).**

**First Semester.**

1. Separation of metallic elements.
2. Separation of acid elements.
3. Unknown compounds and mixtures.

**Second Semester.**

1. Gravimetric analysis.
2. Volumetric analysis.
3. Electrolytical methods. Theories of Solutions.

# Department of Music

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## Regular Course in Music.

This course includes systematic and progressive instruction in the theory, history and practice of music, and is arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study and will be required of every regular student, at least during the Freshman year. Students desiring to make a specialty of the voice will be expected to take the piano as a minor subject (one lesson a week) during the first and second years High School, or until sufficiently advanced to pass the examination required of piano students for Sophomore rank. The study of vocal music will be required of all who propose to graduate in music.

Various accessory branches of study are introduced, which have a more or less intimate connection with the art of music, and which also have a relation to general liberal culture. These are Elocution, Rhetoric, English, Latin, Ancient and Medieval and Modern History and History of Music.

The study of musical theory is required of all regular students during the entire course. Students completing this course receive a certificate together with a high school certificate. This course in music will enable the student to enter any first class musical college or conservatory.

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## THE PIANO.

Instruction in pianoforte playing is given in small

classes and is adapted to special needs of individual students.

The work of the regular music course extends through four years, first year, second year, third year and fourth year. At the end of each year the student is required to play in examination before the piano faculty, and if sufficient progress is shown, is advanced to the succeeding year.

The piano faculty consists of teachers who have prepared in the best musical centers of this country, and through large practical experience are eminently fitted to produce the most satisfactory results.

A thorough musical knowledge is required through the study of the standard pianoforte literature, supplemented by the best compositions of the classic, romantic and modern schools, thereby developing in the student sound, musical taste and judgment, style and interpretative ability.

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### THE VOICE.

The work in the Vocal Department consists of systematic and progressive study in breath control, tone production and placing, the development and equalization of voice, the mastering of technical difficulties, style and manner, together with that ease and eloquence with which every thing pertaining to a finished vocalism is accomplished.

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### CHORUS SINGING.

A class for the study of advanced choral singing meets twice a week. Any student of the school with qualifications may join this class. General assembly chorus



work is given about thirty minutes every morning before chapel services.

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### THEORY OF MUSIC.

The subject is taught in classes. Among other works Goetschins "The Materials Used in Musical Compositions" is used. Abundant illustrations are given on the blackboard. The first three years will consist mainly in the study of musical forms and analysis.

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### RECITALS.

Public recitals are given each month during the school year at which advanced students have opportunity for public performance. Pianoforte, vocal and violin recitals, and other professional concerts are given from time to time by members of the faculty and visiting artists, which all musical students are expected to attend.

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### SPECIAL CHORUS.

Those not wishing to take the regular course, or not intending to graduate, may select such branches of study as suit their taste and convenience, and for which they are prepared, with as many lessons a week as desired. Students of all grades in music are accepted, and the tuition is determined by the studies and number of lessons taken. Practice pianos and claviers are furnished for practice use. Any student not showing a desire for conscientious work will be dropped at any time the faculty deems fit.

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### THE ORCHESTRA.

The department of instrumental music aims to de-

velop the talents of those who play on other instruments than the piano. The Lincoln Institute Orchestra is composed of students who have proficiency in handling orchestral instruments. Any student in regular standing is eligible to join. Programs of the orchestra have included works of Gounod, Wagner, Moszkoushir, Brahms and others. Advanced pupils in voice or piano play or sing with orchestra accompaniment, which gives fine opportunities in ensemble. Pupils in lower grades are given minor parts until they advance sufficiently to play first parts.

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### THE BAND.

Lincoln Institute also, in connection with the orchestra, offers a course in band instruction. As in the orchestra all those who have proficiency in handling orchestral instruments or band instruments are eligible to join. This organization accompanies the military tactics. It also furnishes the music for out-door entertainments, such as are had throughout the school year, athletics, etc.

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### THE VIOLIN.

Lincoln Institute Violin Department offers not only a special course in Violin instruction, but lessons on the Mandolin and Guitar are also given, together with an appreciation of all string instruments. Those in the department are encouraged in ensemble work in its various forms, duets, trio, etc., as well as entrance into the Orchestra and Mandolin and Guitar Club. Students of this department appear publicly on the rhetorical programs and the frequent playing in chapel cultivates a confidence for playing before an audience on special occasions. The course in Violin instruction covers the follow-



The Summer School



ing work: Hambourg School of Violin technics is used in bowing and fingering and applied to scales arpeggios, octaves, thirds, sixths, and tenths Kyser, Dont, Kreutzer and Fiorella. Classes in sight reading and ensemble playing for tone and accuracy. Special and individual attention is given to the training of children and development of musical temperament and artistic style. An extra fee of \$2.00 per month is charged for this course.

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### PHYSICAL TRAINING FOR YOUNG WOMEN.

The aim of this department is to improve the personal efficiency of the young women by establishing a good physical foundation for mental activities, and to furnish them with practical ideas as to the intelligent teaching of school-room gymnastics and the supervision of play out-of-doors.

Special attention is given to the posture of each individual, and the pupils are first taught to stand, sit and walk properly. Each pupil is given a physical examination and Remedial Gymnastics applied as needed. Talks are given on personal hygiene and special attention given to such topics as cleanliness, clothing, diet and fresh air. No student who is physically incapacitated will be allowed to take this work.

The course consists of Folk games and plays, free-hand exercises, tactics, rythmical exercises with music, light apparatus such as wands, dumb bells, and Indian clubs, floor work, aesthetic work, tennis, basket ball and theory.

Black bloomers, white middy blouse and regulation gymnasium shoes are required.



# Department of Industries

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## DRAWING.

Pictorial.—Plant Study (flowers, sprays of leaves, seeds, pods, etc). Object Study—Landscape (roof studies, buildings, etc). Pose drawing. Composition.

Decorative Composition.—Plant forms, object study, landscape, pose.

Decorative Design.—Plant analysis (for the purpose of design).

Conventionalized plant form, decorative units, borders, surfaces, corners, rosettes, posters, book covers, etc. Stencils, wood block printing. Historic ornament. Arrangement of straight lines, and of straight and curved lines. Geometric designs. Lettering, illuminating. Schemes for interior decoration.

Constructive Design.—Design for pottery, leather, metal, book binding, furniture, cardboard construction, textiles, etc.

Crafts—Pottery, leather work, metal work, book binding, furniture. (Choice of one or more of the above crafts).

Applied Design.—Design applied to the crafts and to cardboard, textiles, etc.

Illustration.

Talks on History and Industry of Art, on Civic Planning, Domestic Architecture, Decoration.

Instrumental drawing to be given as needed to meet the requirements of practical designing and construction.

**Note.**—Mediums used: Pencil, charcoal, water colors, crayons, brush, India ink, and a combination of pure mediums.

It is desirable to accentuate the life interest in these subjects as well as the technical achievement. Taught

from the standpoint of their social interest, these topics may be made of great benefit in the adjustment of the student to the social life. For example, in constructive design the problem of the house could be studied from the viewpoints of convenience, suitability, cost, appearance, etc. Under decorative design, schemes for the interior decoration of one or more rooms in the individual pupil's house (as planned above) could be worked out. This idea might be extended to embrace business houses, factories, etc.

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### **COURSE IN AUTOMOBILE TRAINING.**

The object of our Automobile course is to train ambitious young men to become chauffeurs and automobile repair men. We believe that no man should be allowed to drive a car unless he can master it. If one understands thoroughly the principles and mechanism of any car, better results as a driver will be obtained.

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### **COURSE OF STUDY.**

#### **First Year.**

Gasoline automobile engine; care of garage; name and care of tools; single and double acting combustion engine; gasoline engine cycle; four and two-cycle principle; operation of a tree-port-two-cycle-engine; arrangement and order of explosion of a four and six-cylinder engine; types of cylinders; cylinders cast separately, in pairs and in block units; power plant; engine three and four point suspension.

General assembly and classification of the automobile; method of propelling; steering wheel and its accessories; gear shifting and change speed-lever; types and

classification of bodies, windshield and tops; wheels, front and rear axle housing; classification of springs and shock absorbers; frame, torison and radius rods.

General construction of crank-case, piston and piston-ringer; crank-shaft and connecting rods; values and value mechanism; cooling system; fans; radiators, forced and thermo-syphon cooling system; freezing point of chemical mixtures.

### **Second Year.**

Automobile carburetor; principles and classifications of the float-feed and compensating carburetor; combustion; feed and fuel tanks; specific gravity and vaporization of liquids.

Electric Hinton; conductors; non-conductors; resistance and insulators, voltanic cells, magnet and magnetism; classification of batteries; series of parallel-connection.

## **MACHINE AND ENGINEERING COURSE.**

Two units may be offered.

### **First Year.**

Care of shop, name and care of machines and tools, such as various files, straight ball and cross pins, hammers, vice work in chipping and filing, clamping of rough and smooth work, brass and soft metals, various cold chisels and how they are ground; 2-foot rule, 6 and 12-inch steel scale and square; theory class and mechanical drawing.

Clamping work in shaper for straight and angle cutting, laying off work for drill press, speeding drills for wrought iron and steel; stopping work on planer; special study on the slide-valve steam engine and action of steam on piston; the throttling flywheel governor and oiling engine; theory and mechanical drawing.

Correct centering for lathe work; practice in straight

oval and angle turning; making screens and spindles of different kinds; use of diamond, round and parting tool; grinding and tempering various steels; file and emery cloth in polishing; dividers, outside calipers; theory class and mechanical drawing.

### **Second Year.**

Setting engine and horizontal tubular boilers; hoisting stacks; firing; method of coal spreading and placing wood; care and repair of furnace; feed pumps and injectors; valve grinding, water and steam gauges, columns, traps and spearators; theory class and mechanical drawing.

Lathe turning for shrinking firsts; Vernier calipers; hoisting and lining shafts; calculating speed of pulleys and belts; inside boring, turning and threading, turning napkin rings, cups, dump-bells and sandle stands; theory class and mechanical drawing.

### **Second Year.**

Setting engine and horizontal tubular boilers; hoisting stacks; firing; method of coal spreading and placing wood; care and repair of furnace; feed pumps and injectors; valve grinding, water and steam gauges, co-traps and spearators; theory class and mechanical drawing.

Lathe turning for shrinking fists; Vernier calipers; hoisting and lining shafts; calculating speed of pulleys and belts; inside boring, turning and threading, turning napkin rings, cups, dump-bells and sandle stands; theory class and mechanical drawing.

The student constructs a complete machine as an illustration of the principles involved, and as a test of his knowledge of the principles already studied.

# Domestic Science

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## COOKERY I.

### First Year.

#### First Semester.

Introduction—Study of fuels and combustion, coal and gas ranges, dishwashing, measurements.

Carbohydrates—Study sugar, starch and cellulose. Cook breakfast cereals, root vegetables and make cream of vegetable soups. Use sugar with fruits and make simple candies.

Mineral matter and water—Study water, make tea and coffee. Cook green vegetables.

Protein—Principles of protein cookery. Eggs, milk, cheese.

## COOKERY II.

### Second Semester.

Quick Bread—Leavening agents and their action, proportions used. Make griddle cakes, waffles, muffins, biscuits, etc.

Yeast Bread—Composition of wheat, yeast and its action, methods for yeast bread. Make bread rolls, etc.

## COOKERY III.

### Second Year.

#### First Semester.

Preservation of Food—Drying fruit and vegetables, canning by the various methods. Making preserves, jellies, pickles, etc. Frozen desserts, cake making, pastry, candy making, Christmas confections.

Protein—Cuts and principles of cooking beef, veal,



mutton, lamb, pork, poultry, fish. Gelatine and its uses.

**Dietetics.**—Study of food and their relation to the human body, diet standards for infants, children, people in various occupations, old age; laboratory practice in food equivalents, cost and calorific values. Special work in food preparation for the sick and for convalescents; diet in disease.

### COOKERY IV.

#### Second Semester.

Food combinations; marketing; serving of dinner according to dietary standards.

**Household Accounting.**—The principles of the standards of living; budget making; household accounting, etc.

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### HOUSEHOLD MANAGEMENT.

The arrangement, use, care, furnishment and textiles for the kitchen, dining room and bath room. Recitation once a week.

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### NORMAL COURSE IN DOMESTIC SCIENCE.

Course is open to pupils who have completed the High School course and have had Cookery I and II or its equivalent.

Cookery III.

Cookery IV.

Household Management.

Household Chemistry.

Physics applied to Home Economics problems.

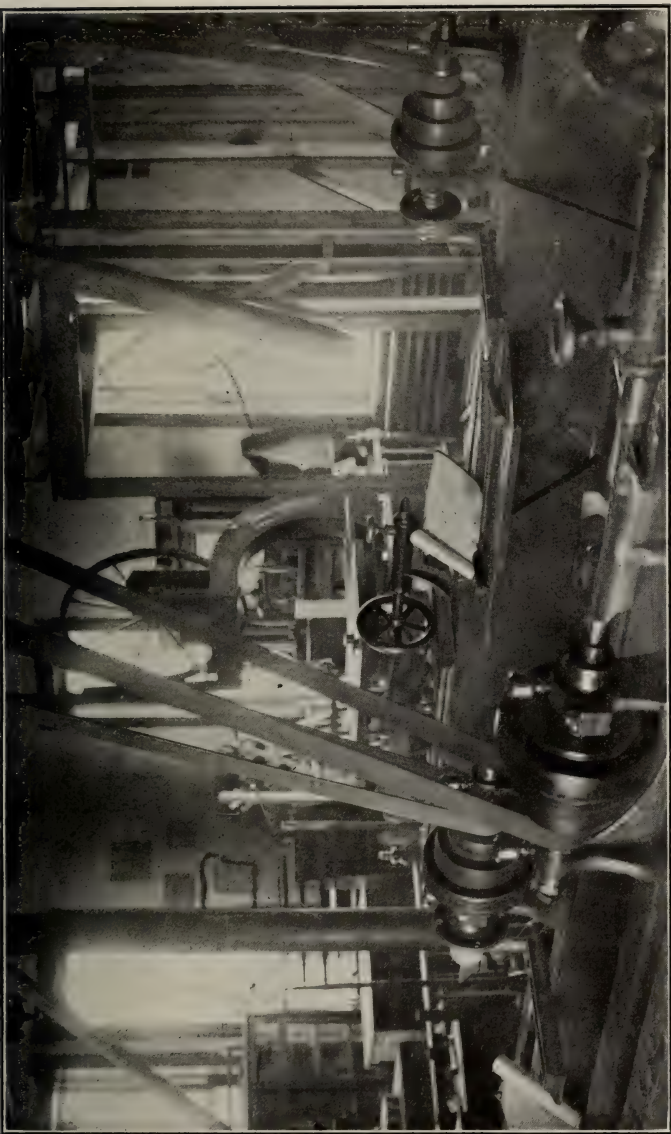
Household Accounting.

Dietetics.

Home Economics Teaching.

## PRIZES.

1. **Prizes.** To stimulate interest and competition Lincoln Institute is making a prize list for students in almost every department.
2. **Faculty Declamation Prize.** The Lincoln Institute Faculty subscribes annually \$15 to be awarded in two prizes of \$10 and \$5 respectively for the students or the literary societies who commit and deliver the best declamation. These prizes the past year were awarded to—first prize \$10, to Muriel Lucas, St. Paul, Minn., class 1923; second prize \$5 to Harley Davis, Nevada, Mo., class 1923.
3. **Scholarship Prize.** A scholarship of \$100 is awarded annually to that High School student who has the highest average for literary studies, industrial work, and deportment. Last year this prize was awarded to Mattie Freeman, of Clinton, Mo., class 1920.
4. **French Prize.** There are two French prizes named for the donors. The first is given by Mrs. Lemuel H. Wells, of Tacoma, Wash., and the second is given by Mrs. Elizabeth H. Ray, of Geneva, N. Y. The first prize a \$5 gold piece, was won last year by Mattie Freeman, of Clinton, Mo., class of 1920. The second prize, a two dollar and a half gold piece, was won by Ruth King, of Jefferson City, Mo., class of 1922.
5. **The Spencer Gold Medal Prize.** Professor Oscar Spencer, of Nowata, Okla., of the class of 1900, offers a gold medal to that student of the school who writes and delivers the best oration on a subject approved by the faculty.
6. **Tompkins Nurse Prize.** Professor William J. Tompkins, head of the Old City Hospital, Kansas City, Mo., class of 1901, offers a prize of \$10 to the young woman who shows during her year's work the great-



MACHINE SHOP



est aptness in the care of the patient, cleanliness of surroundings and the application of theory.

6. **Laundry Prize.** Professor J. B. Coleman class of 1891 offers a prize of \$5 for the young lady who shows the most marked improvement in the theory and practice of laundering during the school year.
  7. **Davis Business Prize.** Mr. Clarence Davis, of Haskell, Okla., class of 1907, offers a prize of \$10 to that student of the business course who acquires by daily practice and under test, the highest speed and accuracy in shorthand and typewriting.
  8. **St. Louis Alumni Prize.** The St. Louis Alumni Association offers a prize of (\$25) twenty-five dollars to that member of the Senior Normal Class who makes the highest average in Theory and Practice Teaching.
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### NURSE TRAINING.

Last year Lincoln Institute began a course in Nurse Training. The study proved so popular that it has been continued and developed. Two hospital rooms equipped with bath and beds and ordinary medicines furnish laboratories for this work.

#### First Year.

The following topics are studied during the first year: Bed making, the different kinds of baths, hygiene of the sick room, first aid to the injured, bandaging and the like.

#### Second Year.

Methods of handling weights and measures, infectious diseases, fevers, how to read and report symptoms, care of infants and children, disinfectants and diets.



**COMMERCIAL DEPARTMENT.**

Business training will always prove a stepping stone. The need of the hour is thoroughly equipped students for business pursuits. To this end Shorthand and typewriting and the course of Bookkeeping will be taught in this department.

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**INDIVIDUAL INSTRUCTION.**

No student will be held back on the account of another. Students taking up one of the courses hereinafter mentioned will be expected to remain until located or shows that he or she is competent to fill a position.

**THE SOLDIER.**

The returned soldier preparing for useful vocation would do well to correspond with the President or Dean concerning one or both of these courses.

**TWO COURSES.****Shorthand Course.**

Shorthand  
Spelling  
Correspondence  
Typewriting  
Penmanship

**Bookkeeping Course.**

Bookkeeping  
Commercial Law  
Commercial Arithmetic  
Commercial Geography  
Commercial Correspondence  
Rapid Calculation  
Business Penmanship  
Typewriting  
Spelling

### Higher Accounting.

Banking

Real Estate

Manufacturing

An extra fee of \$3 per month is charged for this course.

The cost of books and stationery in Bookkeeping and Higher Accounting need not exceed \$10.50. The cost of books and stationery in Shorthand course will be \$8.50.

Students should enter at the beginning of the session. However, any student may enter any time during the year. The average student can complete any one of the courses in six or eight months. This, however, will depend upon his or her application and previous training.

Graduates of accredited High Schools are admitted without examination. All others must have the approval of the President.

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### ELEMENTARY SEWING.

First Year.—General rules for sewing; necessary stitches, and combinations of stitches; seams; plackets; putting on band and their application to simple problems, decorative stitches; darning, patching; adapting, changing and fitting commercial patterns; machine stitching; use and care of the machine; textile fabrics used in garments made of washable materials; taking measures, free-hand drafting to individual measures; testing fitting and correcting draft; planning and making four pieces of underclothing, using machine and hand work; mending and making over old garments. Each member of the class will do her own planning, choose her materials, decide the cost and select or design the decoration.

**ADVANCED SEWING.**

Second Year.—Design and embroidery; planning and making dresses for children; infant's layette; lingerie waists.

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**MILLINERY.**

First Term.—Textile fabrics used in millinery; millinery stitches; principles of design and trimming; wire frames made from given and original measurements, drafting, cutting and making buckram frames; covering frames; making ribbon flowers and bows; cleaning, making over and trimming old hats.

Second Term.—Original designs, childrens' hats; baby bonnet; study of the harmony of colors—hats in relation to faces and line of head.

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**ELEMENTARY DRESSMAKING.**

First Year.—Tools for dressmaking; review of principles for sewing; use of two machines—single and double thread—threading, regulation of tension, oiling, cleaning, putting on band, putting in needle, special attachments and running; study of cotton materials; judging values of materials; the cost, width and worth of cotton and linen materials; drafting; study of the form of the body, the way patterns are made, points of construction, appreciation of good line adapting patterns to different figures and change of style; making of wash materials, tailored waist tailored skirt, one-piece dress, suit; care and repair of cotton clothing.

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**ADVANCED DRESSMAKING.**

Second Year.—Study of woolen fabrics; tailored fin-

ishings for gowns and suits; sponging; pressing; study of color line and form; designing and constructing one-piece cloth dress, tailored skirt, tailored suit, long coat and evening dress; calculation of cost; comparison of quality and price with those of the ready made garments; daily care of clothing; repairing and remodeling old clothing.

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### AGRICULTURE.

Required in First Year High School. The first year Agriculture is intended for all students beginning in High School. Elementary Chemistry should be studied at the same time. The Agricultural Course consists of two parts, (1) laboratory and field work, (2) class room work based on laboratory work, text book and assigned readings. Three periods a week are given to class room and two ninety minute periods to laboratory and field work. In the latter the school's extensive laboratory and its sixty-acre farm will be used.

#### **Second Year. One-half Year.**

Animal Husbandry. This course is given for students who desire more advanced work in Agriculture. Laboratory, class and individual project work will require one-half day through the entire course. Trips will be made to the best farms of the community. Projects: Keeping dairy records of one cow; of a herd of cows; feeding dairy cows different rations; poultry raising and egg records; butter-making; judging teams and contests; care, management and feeding of hogs and horses. Study of the best herds in the community. Pre-requisite: First year Agriculture, General Chemistry.

#### **Second Half Year.**

Projects: Germinating, growing and breeding plots;

crop rotations, treatment of diseased grains, grain judging contests; construction of grain, map of township; curve plotting. Pre-requisite: First year Agriculture.

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### SHOE-MAKING.

Students in this department are required to take elementary chemistry, pre-requisite to leather chemistry, the object of which is to give the students a practical knowledge of the chemical processes connected with the shoe industry. Tanning, dyeing, preparation and analysis of dyes, waxes and polishes are the principal topics treated. Emphasis is placed upon laboratory practice in actually tanning hides and dyeing leather. The instructor will arrange for visits to the various shoe factories, thus adding interest to the work.

Students will be required to take mechanical drawing through the entire course. This course aims to give the student a clear understanding of designing and draughting, preparatory to cutting and fitting uppers.

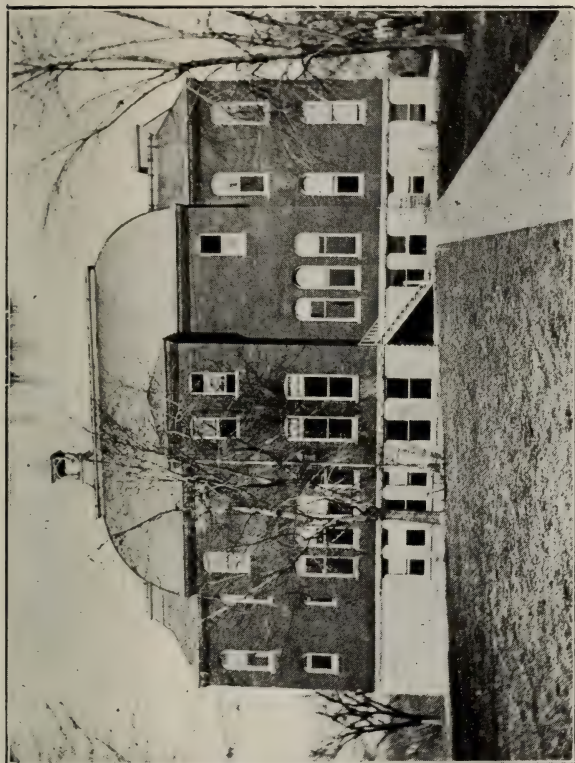
The course in Shoe-Making covers a period of two scholastic years, and certificates will be given to students who successfully complete this course.

#### First Year.

First Semester: Names, care and use of tools necessary. The study and preparation of sole leather, repairing shoes; welts, McKays and turns. Students will be given instruction in repairing by hand in order to give a thorough knowledge of the trade, but emphasis is placed on repairing by machinery. Text books will be used in studying and demonstrating all parts of machinery used to enable students to become expert operators.

Second Semester: Special emphasis is placed on operation of machinery. All kinds of repairing will be





THE MAIN BUILDING



different repairing establishments in the city. Bottoming new work. Theory classes, lectures will be given throughout the course.

### Second Year.

First semester: Draughting, cutting and fitting uppers. Students will be given an opportunity to make shoes for themselves, as well as for teachers and students of the Institution. Emphasis will be placed on the process of manufacturing. The study of sole leather, upper leather, dyes. Classes will be taken to the various shoe factories to study methods of manufacturing, and the different models and makes of machinery used.

Second Semester: A review of the work covered. Helpful hints, emphasizing shoe repairing. Dyeing, tanning, and manufacturing will be carefully studied in an effort to arouse and awaken the students to the great possibilities before them. Text books will be used treating all branches.

During this semester lectures will treat on the operation of business, winning and holding customers.

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### TAILORING.

First Term: Care of the shop; position on board; practice in the use of needle and thimble in basting; back-stitching, felling, serging and the size of needles for the various stitching.

Button holes of French narrow and English broad; pocket-tacking with bars and crowfeet; tacking linings with herring bone, chain stitching with many other fancy stitches. Method and style of sewing on buttons, beginning cleaning and pressing. Naming of tools, etc.

Second Term: Review of previous work. Simple work

in busheling, setting several styles of patches and darning by hand and machine; cleaning and pressing of garments; studies in the chemistry of cleaning; machine practice; the regulation and its care; theory classes on making trousers; the pockets and other parts of trousers.

### Second Year.

First Term: Joining and shaping of trousers; overall pant making; artistic machine stitching in finishing; altering garments to produce desired effect.

Second Term: Making vest pockets; edge stay fitting and holding in edge collar and lapel padding; plain and fancy vest sewing; theory in double breasted vest making with and without collars. Review covering all work taken. Trade talks.

### Third Year.

#### Post-Graduate and Special Course.

First Term: Technical Examination. Making single and double-breasted coats to try-on fitting, taking measures and drafting trousers. Drafting pants, vests, coats, collars and fronts for overcoats.

Second Term: The course in this term introduces the class and initiates them into the most important regulations of the industrial code, journeyman's and masters' examinations, rights of the craftsman in relation to the state, protection of the workman and many similar matters, including courses on "Competition and Prices of Materials," "Factories as a Factor in Industry," and "The Significance of Machinery in Industry."

To those who are identified with the trade, a Post-Graduate Course may be taken by mail. However, a term is requested in resident work in Lincoln before graduation. For information pertaining to tailoring, address The President, Lincoln Institute.

**BLACKSMITHING AND WHEELWRIGHTING.****First Year.**

First Semester: Care of shop; making fires; names of tools; care and use of anvil tools; the different parts of the forge; selection of coal; heats; simple forgings, drawing-out, upsetting, bending, punching and twisting.

Second Semester: Iron and steel; welding, welding iron and steel; tempering; annealing; case hardening; welding processes; making hand tools, tongs and bolts. Working from drawings. Mechanical drawing and theory classes.

**Second Year.**

First semester: Forging parts of wagons and buggies; making tires; shrinking and cutting tires; welding and setting axles; anatomy of the horse's hoof.

Second semester: Making shoes to correct faulty action; ironing wagons, buggies, wheelbarrows and carts; general repair work. Mechanical drawing and theory classes.

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**ADVANCE COURSE IN BLACKSMITHING.****Third Year.**

First semester: Making out bills of material; shop management; platform gear ironing; making dash and fender frames; anatomy of hoof and legs; horse-shoeing.

Second semester: Setting up and leveling vehicles; making tools for machine shop work; setting automobile spring; advanced forging; ornamental work. Mechanical drawing and theory classes.



**WHEELWRIGHTING.****First Year. —**

First semester: Names of the wood-working tools; care of tools; making simple exercises, lap joints, mortise joints, planing and squaring stock.

Second semester: Study of the materials used in building wagons, buggies, carts; making handles, single trees, double trees and tongues; building wheels.

**Second Year.**

First semester: Laying-out and making axles, wagon boxes, buggy bodies and buggy parts.

Second semester: Repairing and building wagons; carts; wheel-barrows; making bills of material. Mechanical drawing and theory classes.

# Enrollment 1918—1919

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## D. PREPARATORY.

Claggett, James.....	Labadie, Mo.
Haley, Lucy.....	Wybark, Okla.
Mooreman, Charles.....	St. Louis, Mo.
Scott, Fay.....	Centralia, Mo.
Trigg, Pearl.....	Jefferson City, Mo.
Von Chinn, Ozello.....	Chicago, Ill.
Watts, Verlee.....	Jefferson City, Mo.
Williams, Catherine.....	Chicago, Ill.

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## SPECIAL.

Abbingtion, Arvell.....	Jefferson City, Mo.
Brown, Johana.....	Jefferson City, Mo.
Burgett, Ardelle.....	Jefferson City, Mo.
Enloe, Mattie B.....	Jefferson City, Mo.
Horde, Ethylene.....	Jefferson City, Mo.
Lane, Ella.....	Jefferson City, Mo.
Moore, Josephine.....	Jefferson City, Mo.
Nickens, Vivian.....	Jefferson City, Mo.
Ramsey, Emma.....	Jefferson City, Mo.
Rose, Willie.....	Jefferson City, Mo.
Scruggs, Margaret.....	Jefferson City, Mo.

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## MODEL SCHOOL.

Andrews, Gertrude.....	Jefferson City, Mo.
Chaney, Ellwood.....	Jefferson City, Mo.
Chaney, Royal.....	Jefferson City, Mo.
Childs, Rosabelle.....	Jefferson City, Mo.
Clark, America.....	St. Louis, Mo.
Clark, Edna.....	St. Louis, Mo.
Collins, B. F.....	Jefferson City, Mo.
Damel, Araminta.....	Jefferson City, Mo.
Ferguson, Geneva.....	Jefferson City, Mo.
Ferguson, Walter.....	Jefferson City, Mo.

Graham, Harold.....	Jefferson City, Mo.
Harvey, Ethelbert.....	St. Louis, Mo.
Harvey, John.....	St. Louis, Mo.
Jamerson, Robert.....	Jefferson City, Mo.
Jamerson, Roy.....	Jefferson City, Mo.
Jenkins, Ella.....	Jefferson City, Mo.
Johnson, Herbert.....	Jefferson City, Mo.
King, Violet.....	Jefferson City, Mo.
Lansdown, Albert.....	Jefferson City, Mo.
Lansdown, Gerald.....	Jefferson City, Mo.
Richardson, Clementine.....	Jefferson City, Mo.
Richardson, Ida Mae.....	Jefferson City, Mo.
Richardson, Louise.....	Jefferson City, Mo.
Rose, Billie.....	Jefferson City, Mo.
Rose, Edward.....	Jefferson City, Mo.
Rose, Henry.....	Jefferson City, Mo.
Samuels, Tillie May.....	Jefferson City, Mo.
Sexton, Ruby.....	Jefferson City, Mo.
Slater, Ruby.....	Jefferson City, Mo.
Slater, Violet.....	Jefferson City, Mo.
Tayes, Mildred.....	Jefferson City, Mo.
Thomas, Cecil.....	Jefferson City, Mo.
Turner, James.....	Jefferson City, Mo.
Turner, Robert.....	Jefferson City, Mo.
Warren, Herbert.....	Jefferson City, Mo.
Watts, Waston.....	Jefferson City, Mo.
Watts, Pierce.....	Jefferson City, Mo.

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#### SUMMER SCHOOL.

Abington, Arvell.....	Jefferson City, Mo.
Anthony, E. L.....	Jefferson City, Mo.
Banks, Clementine.....	Chillicothe, Mo.
Banks, Annabelle.....	Chillicothe, Mo.
Baskett, Georgia.....	Mexico, Mo.
Bean, Mildred.....	Oklahoma City, Okla.
Bell, A. N.....	Palmyra, Mo.
Bell, Gertrude.....	Monroe City, Mo.
Berry, Matilda.....	Paris, Mo.
Blue, Roxie.....	Poplar Bluff, Mo.
Bolton, Catherine.....	Jefferson City, Mo.
Booth, Bennie.....	Memphis, Tenn.
Bowen, W. H.....	Fulton, Mo.
Bradford, William.....	Montgomery City, Mo.



GYM CLUB 1917-18.





Britton, Coozie.....	Palmyra, Mo.
Brown, Clem.....	Chillicothe, Mo.
Brown, John.....	Edwardsville, Ill.
Bryant, Louise.....	Union, Mo.
Burton, W. H.....	Excelsior Springs, Mo.
Campbell, Ada.....	St. Louis, Mo.
Carter, Jeanette.....	Appleton, Mo.
Childes, Geneva.....	Jefferson City, Mo.
Clark, Mae.....	Rolla, Mo.
Clark, Reuben.....	Troy, Mo.
Cochran, Ethel.....	Columbia, Mo.
Combs, Stella.....	Holden, Mo.
Crump, Mabel.....	Jefferson City, Mo.
Denny, Ethel.....	Huntsville, Mo.
Dorton, Mourine.....	Jefferson City, Mo.
Edwards, Beatrice.....	Grayson, Okla.
Edwards, Elizabeth.....	Chicago, Ill.
Emory, Frank H.....	Bell Air, Mo.
Enloe, Mattie.....	Jefferson City, Mo.
Evans, Ruby Mae.....	Jefferson City, Mo.
Farmer, Levana.....	Jefferson City, Mo.
Fishback, Helen.....	Kirkwood, Mo.
Freeman, Sylvester.....	Poplar Bluff, Mo.
Galbreath, Bertie Mae.....	Fulton, Mo.
Gerhardt, Anna.....	Franklin, Mo.
Gerhardt, Minnie.....	Franklin, Mo.
Goins, Virgil.....	Richmond, Mo.
Gross, Ray.....	California, Mo.
Groves, Leroy.....	Gilliam, Mo.
Haley, Leon.....	Canon City, Col.
Harris, Daisy.....	Kansas City, Mo.
Hayden, Arvelia.....	Kirkwood, Mo.
Hayden, Florence.....	Kirkwood, Mo.
Hendley, Anna A.....	Okmulgee, Okla.
Heron, Doris.....	Manchester, Jamaica, B. W. I.
Hicklin, Frances.....	Lexington, Mo.
Holt, Era.....	Mexico, Mo.
Jackson, Rozenia.....	Marshall, Mo.
Jamerson, Leora.....	Jefferson City, Mo.
Johnson, Aquilla.....	Columbia, Mo.
Johnson, Gertrude.....	Jefferson City, Mo.
Jones, Vermo.....	Hutchinson, Kans.
Jordan, Leon.....	Kansas City, Mo.
Jordan, Lena.....	Kansas City, Mo.
Kimbrough, Lillie B.....	Grayson, Okla.

King, Cecile F.....	Jefferson City, Mo.
Lane, Ella.....	Jefferson City, Mo.
Lansdown, Edna.....	Jefferson City, Mo.
Lansdown, Goldie.....	Jefferson City, Mo.
Lansdown, W. L.....	Jefferson City, Mo.
Leonard, Victoria.....	Boley, Okla.
Lewis, Mary A.....	St. Louis, Mo.
Lynes, Maude.....	Fulton, Mo.
Manuel, Luther.....	Haskell, Okla.
Miller, Rita.....	Holliday, Mo.
Moore, Josephine.....	Jefferson City, Mo.
Moore, Mary.....	Jefferson City, Mo.
Mooreman, Charles.....	Parsons, Kans.
Nelson, Edith.....	Herculean, Mo.
Nelson, Myrtle.....	Sedalia, Mo.
Nickens, Vivian.....	Jefferson City, Mo.
Douglas, Frederick.....	Eolia, Mo.
Evans, Edith L.....	St. Joseph, Mo.
Florence, Leanna (Special).....	Palmyra, Mo.
Gibbs, Geneva.....	Jefferson City, Mo.
Harris, Frank.....	Boonville, Mo.
Hutton, Houston.....	Boyton, Okla.
Jackson, Thelma.....	Chesterfield, Mo.
Johnson, James.....	Boonville, Mo.
Johnson, Josephine.....	El Paso, Tex.
Keene, Cecil.....	St. Louis, Mo.
Kimbrough, Lillie B.....	Grayson, Okla.
King, Alice R.....	Jefferson City, Mo.
Martin, George.....	Louisiana, Mo.
Martin, Merriweather.....	Louisiana, Mo.
Martin, Syota.....	Carrollton, Mo.
Miller, Rita.....	Holliday, Mo.
Moore, Cecil.....	Carrollton, Mo.
Nash, Alta.....	Clinton, Mo.
Neff, Virginia.....	Marshall, Mo.
Payne, William E.....	Boonville, Mo.
Peoples, William.....	Pittsburg, Kans.
Pickett, Bervada.....	Shelbina, Mo.
Purkerson, Julia.....	Gallatin, Mo.
Robinett, Olgalee.....	Columbia, Mo.
Rose, Elmer.....	St. Louis, Mo.
Toney, Georgia Mae.....	Huntsville, Mo.
Wilkerson, Lorean.....	Jefferson City, Mo.

Williams, Winonah.....	Wybark, Okla.
Wilson, Raleigh.....	Boyton, Okla.
Woods, Carless.....	Glasgow, Mo.

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**FRESMAN HIGH SCHOOL.**

Aitch, Uncas.....	Union, Mo.
Alston, Earl A.....	Kansas City, Mo.
Bailey, Gary L.....	Huntsville, Mo.
Barnes, Harry L.....	Hannibal, Mo.
Bayne, Roscoe P.....	Higbee, Mo.
Bledsoe, Alma.....	Jefferson City, Mo.
Brown, Samuel.....	Joplin, Mo.
Byers, Vida.....	Muskogee, Okla.
Caldwell, Beadie.....	Corsicianna, Tex.
Childres, Vera.....	Wagner, Okla.
Childs, Geneva.....	Jefferson City, Mo.
Collins, Corrine.....	Kansas City, Mo.
Cranshaw, Edgar A.....	Trenton, Mo.
Davis, Harley M.....	Nevada, Mo.
Davis, Lillian.....	Haskell, Okla.
Dorton, Frances.....	Jefferson City, Mo.
Edwards, Beatrice.....	Grayson, Okla.
Edwards, Elizabeth.....	Chicago, Ill.
Farmer, Levana.....	Jefferson City, Mo.
Fishback, Helen.....	Kirkwood, Mo.
Graham, Frenette.....	Jefferson City, Mo.
Greer, Benj. L.....	Colp, Ill.
Haley, Leon H.....	Canon City, Col.
Haley, William.....	Canon City, Co.
Hamm, Alberta.....	Boley, Okla.
Hayden, Howard.....	Kirkwood, Mo.
Halley, Lorraine P.....	Kansas City, Mo.
Hayden, Robert.....	Kirkwood, Mo.
Holdier, Marguerite.....	La Grange, Mo.
Jones, Henry.....	Taft, Okla.
Jordan, Lucille.....	Kirkwood, Mo.
Kelly, John.....	Easley, Mo.
King, Otis.....	St. Louis, Mo.
Lindsay, Lillian.....	Joplin, Mo.
Lucas, Muriel.....	St. Paul, Minn.
Lucas, Sarah.....	Sweet Spring, Mo.
McKinney, Isabelle.....	Taft, Okla.
Moore, Josephine.....	Jefferson City, Mo.

Moore, Viola.....	Jefferson City, Mo.
Mullins, Helen P.....	Clinton, Mo.
Palmer, Pauline.....	Maryville, Mo.
Parson, Augustus.....	Jefferson City, Mo.
Pondexter, Arthur.....	Blackwater, Mo.
Porter, Luzenia.....	Paris, Mo.
Robinson, Oreace H.....	Festus, Mo.
Rogers, Olivia.....	Festus, Mo.
Ross, Sadie A.....	Clayton, Mo.
Rusan, Walter.....	St. Louis, Mo.
Scholl, Elmer R.....	Kirkwood, Mo.
Scott, Grace.....	Fowler, Mo.
Smith, Ivory.....	Monroe City, Mo.
Smith, Willie E.....	Jefferson City, Mo.
Sweets, Nath. A.....	Montrose, Mo.
Thornton, Mary.....	Eolia, Mo.
Thurman, Roy.....	Wright City, Mo.
Weaver, Lillian.....	Kirkwood, Mo.
Wesley, John.....	Webster Groves, Mo.
Williams, Virgil.....	Haskell, Okla.
Williams, Levi.....	Monroe, Mo.

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### B. PERPARATORY.

Banks, Dillard.....	Haskell, Okla.
Brown, Osceola.....	Hoffman, Okla.
Butler, Marion.....	Marianna, Ark.
Collins, Charles.....	Wybark, Okla.
Collins, Clarence.....	Wybark, Okla.
Collins, Pearl.....	Wybark, Okla.
Freeland, Edward.....	Slater, Mo.
Glenn, Sarah.....	Palmyra, Mo.
Gregg, Lillian.....	St. Louis, Mo.
Gross, Ray.....	California, Mo.
Halfacre, Walter.....	Chicago, Ill.
Hawkins, Mary E.....	St. Louis, Mo.
Jacobs, Raymond.....	St. Louis, Mo.
Leonard, Victoria.....	Boley, Okla.
McKinney, Tinna.....	Taft, Okla.
Manuel, Luther.....	Haskell, Okla.
Pondexter, David.....	Blackwater, Mo.
Powell, Earl.....	Kansas City, Mo.
Proctor, Charles.....	St. Louis, Mo.
Rankins, Sidney.....	Jefferson City, Mo.

Roland, Fay.....	Jefferson City, Mo.
Shannon, Howard.....	Mechanicsburg, Ill.
Wilson, Callie.....	Knoxville, Tenn.
Wilson, Stanfield.....	Chicago, Ill.

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### C. PREPARATORY.

Brown, Fannie.....	Chicago, Ill.
Brown, Martha.....	Chicago, Ill.
Bolton, Catherine.....	Jefferson City, Mo.
Cartwright, Charles.....	Parsons, Kan.
Connors, Thelma.....	Kansas City, Mo.
Davis, Elsee.....	Nekport, Ark.
Dixon, William.....	Jefferson City, Mo.
Downs, Estelle.....	Wagoner, Okla.
Downs, Irene.....	Wagoner, Okla.
Glenn, Annie.....	Palmyra, Mo.
Harris, Carrie.....	St. Louis, Mo.
Jamerson, Leora.....	Jefferson City, Mo.
Jordan, Leon.....	Kansas City, Mo.
Mayberry, Ethel.....	Jefferson City, Mo.
Mayberry, Helen.....	Jefferson City, Mo.
Meade, Lillian.....	Marshall, Mo.
Rendles, Susie.....	Richmond, Mo.
White, Josephine.....	McBaine, Mo.
Slater, Ethylene.....	Jefferson City, Mo.

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### FRESHMAN COLLEGE CLASS.

Shannon, Marie.....	Mechanicsburg, Ill.
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### SENIOR NORMAL CLASS.

Boldridge, Flossie May.....	Lexington, Mo.
Burgett, Mattie.....	Cedar City, Mo.
Carter, Gertrude.....	Columbia, Mo.
Damel, Carroll C.....	Jefferson City, Mo.
Evans, Ray W.....	Jefferson City, Mo.
Evans, Ruby May.....	Jefferson City, Mo.
George, Swan Almeter.....	Pueblo, Col.
Green, Leona W.....	Kansas City, Kan.
Horrell, Olga Marie.....	Jefferson City, Mo.
King, Lucille.....	Jefferson City, Mo.



Lansdown, Goldie.....	Jefferson City, Mo.
Lucas, Anna Beatrice.....	Sweet Springs, Mo.
Rone, Pauline Elizabeth.....	Kansas City, Mo.
Starks, Leora Jennings.....	Warrensburg, Mo.
Waller, Johnnie B.....	Harley, New Mexico
Williams, Edith A.....	Kansas City, Mo.

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### JUNIOR NORMALS.

Andrews, Minnie.....	El Paso, Tex.
Bass, Mattie Lee.....	El Reno, Okla.
Bunn, Birdie B.....	Corsicianna, Tex.
Cochran, Ethel Beatrice.....	Columbia, Mo.
Galbreath, Bertie May.....	Fulton, Mo.
Garvin, Fannie M.....	Granby, Mo.
Gatewood, Loretta.....	Columbia, Mo.
Gilmore, Pauline A.....	Columbia, Mo.
Graham, Helen M.....	El Paso, Tex.
Green, Margaret.....	Fulton, Mo.
Hall, Lanny.....	Council Bluff, Iowa
Hayes, Laura Bell.....	Chillicothe, Mo.
Johnson, Viola.....	Fulton, Mo.
Jones, Gladys Marion.....	Sedalia, Mo.
Kelly, Robert.....	DeSoto, Mo.
Nicken, Vivian.....	Jefferson City, Mo.
Pollard, Ethel H.....	Independence, Mo.
Simpson, Edna.....	Warrensburg, Mo.
Thomas, Cordelia.....	Gilliam, Mo.
Trotter, Aileen B. C.....	Kansas City, Kan.
Wallace, Jessie A.....	Kansas City, Mo.
Wells, Honora.....	Sedalia, Mo.
Williams, Mabel.....	Kansas City, Mo.

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### SENIOR HIGH SCHOOL.

Anderson, Mabel.....	Kansas City, Mo.
Banks, Anna B.....	Chillicothe, Mo.
Britt, Clara M.....	Hannibal, Mo.
Brown, Clotilde.....	Joplin, Mo.
Bryant, Linnear.....	Charleston, Mo.
Bryant, Louise H.....	St. Louis, Mo.
Carter, Hattie.....	Poplar Bluff, Mo.
Cooper, Berna.....	Calloo, Mo.

Dant, Ella Bell.....	Rensselaer, Mo.
Hemsley, Lillian Marie.....	Pleasant Hill, Mo.
Holdier, Theodore.....	La Grange, Mo.
Jones, Carroll E.....	Taft, Okla.
Lane, Edmond C.....	Jefferson City, Mo.
Lynes, Maude.....	Fulton, Mo.
Monroe, Dorothy Bell.....	Blackwater, Mo.
Muse, Irvin W.....	Columbia, Mo.
Oliver, Helen O.....	Cape Girardeau, Mo.
Riggs, Gertrude L.....	Sedalia, Mo.
Sanderson, Olive.....	Kansas City, Mo.
Simpson, Carrie V.....	Warrensburg, Mo.
Slaughter, Ilee E.....	Chillicothe, Mo.
Smith, Elzy R.....	St. Marys, Mo.
Stutts, Willie Ann.....	Boley, Okla.
Sutfield, Sidney.....	St. Louis, Mo.
Venters, Mabel F.....	Venita, Okla.
Watson, Charles.....	St. Louis, Mo.
Weathers, Etta B.....	St. Louis, Mo.
Wilson, Lafayette.....	Newby, Okla.
Whyte, Hortense E.....	Denver, Col.

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### JUNIOR HIGH SCHOOL.

Beatty, Adelle.....	Jefferson City, Mo.
Brackens, Beatrice.....	Joplin, Mo.
Brent, Lottie.....	Bunceton, Mo.
Brown, Mae.....	Linneus, Mo.
Cargile, Julia.....	Jefferson City, Mo.
Cargile, Mary.....	Jefferson City, Mo.
Carson, Peggy.....	Gilliam, Mo.
Evans, Ruby L. (Special).....	St. Louis, Mo.
Ferguson, Octavia.....	Columbia, Mo.
Freeman, Mattie.....	Clinton, Mo.
Garvin, Elton.....	Granby, Mo.
Gilbert, John W.....	Neosho, Mo.
Goins, Virgil.....	Jefferson City, Mo.
Groves, Leroy.....	Gilliam, Mo.
Hayden, Florence (Special).....	Kirkwood, Mo.
Hicks, Lucile F.....	Columbia, Mo.
Holman, Susie.....	McAlester, Okla.
Jackson, Percy.....	Richmond, Mo.
Jackson, Rozena.....	Marshall, Mo.
Johnson, Dora May.....	Marshall, Mo.

Johnson, Joel.....	Williamsburg, Mo.
Lane, Bassett.....	Jefferson City, Mo.
McDonald, Murrell C.....	Clinton, Mo.
McGuire, Frederick R.....	Stephens, Mo.
Mansure, Leonard L.....	Richmond, Mo.
Miller, Helen L.....	Kansas City, Mo.
Moore, Mary.....	Jefferson City, Mo.
Morse, Imogene.....	Muskogee, Okla.
Murphy, Frostie.....	St. Louis, Mo.
Pearley, Seymour.....	Liberty, Mo.
Riggs, Julia.....	Richmond, Mo.
Riggs, Norris.....	Richmond, Mo.
Roberts, Mary C.....	Jefferson City, Mo.
Scruggs, Bernice.....	Jefferson City, Mo.
Seals, Lala.....	Muskogee, Okla.
Smith, Dorothy.....	Edwardsville, Ill.
Smith, Ethel.....	Columbia, Mo.
Thomas, Adelaide O.....	Jefferson City, Mo.
Tyndell, Lurina.....	Marshfield, Mo.
VanBuren, Christopher.....	Fulton, Mo.
Ward, Myrtle.....	Murphysboro, Ill.
Williams, Corinne.....	Huntsdale, Mo.

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### SOPHOMORE HIGH SCHOOL.

Abbingtion, Onward Nelson.....	Jefferson City, Mo.
Aitch, Alma Irene.....	Union, Mo.
Bland, Stella.....	Festus, Mo.
Bledsoe, Carl.....	Montgomery, Mo.
Booth, Bennie.....	Memphis, Tenn.
Bradford, William.....	Montgomery City, Mo.
Brooks, Earl.....	Fulton, Mo.
Brown, John.....	Edwardsville, Ill.
Brown, Nerline T.....	Independence, Mo.
Brown, Pauline R.....	Independence Mo.
Burgette, Adelle.....	Jefferson City, Mo.
Campbell, Celie.....	Marshall, Mo.
Carpenter, Elmer.....	Clinton, Mo.
Cropp, Frances.....	Glasgow, Mo.
Cropp, Willa.....	Glasgow, Mo.
Denny, Ethel M.....	Huntsville, Mo.
Pannell, Nettie.....	Tebbetts, Mo.
Parson, H. L.....	Chamois, Mo.
Peoples, Willie.....	Pittsburg, Kans.

Ray, Nellie.....	Lexington, Mo.
Wright, T. A. D.....	Kansas City, Mo.
Ray, Lulu.....	Montrose, Mo.
Redd, Ruth.....	Clarksville, Mo.
Roberts, Rhoda.....	Hannibal, Mo.
Roland, Fay.....	Jefferson City, Mo.
Roland, Jessie.....	Jefferson City, Mo.
Scruggs, Bernice.....	Jefferson City, Mo.
Scruggs, Margaret.....	Jefferson City, Mo.
Shannon, Marie.....	Mechanicburg, Ill.
Shumake, Lucille.....	McAlester, Okla.
Slater, Ethylene.....	Jefferson City, Mo.
Slaughter, Mattie.....	Madison, Ark.
Smallwood, Susie.....	Fulton, Mo.
Southerlin, Sallie.....	Jefferson City, Mo.
Sutfield, Sidney.....	St. Louis, Mo.
Tymony, Edna.....	Moberly, Mo.
Viley, J. H.....	Huntsville, Mo.
Wallace, H. V.....	Carthage, Mo.
Walls, Athlene.....	Slater, Mo.
Wells, Honora.....	Sedalia, Mo.
Williams, Corrine.....	Columbia, Mo.
Williams, Virgil E.....	Chillicothe, Mo.
Williams, Winonah.....	Wybark, Okla.
Wilson, Callie.....	Knoxville, Mo.
Wilson, Lafayette.....	Newby, Okla.

## SUMMARY OF STUDENTS

## COLLEGE.

	Girls	Boys	Total
Freshman	1	0	1

## NORMAL.

Senior	15	1	16
Junior	21	2	23
	36	3	39

## HIGH SCHOOL.

Senior	22	7	29
Junior	29	13	42
Sophomore	28	18	46
Freshman	32	27	59
	111	65	176

## PREPARATORY.

B Class	8	16	24
C Class	15	4	19
D Class	6	2	8
	29	22	51

## SPECIAL STUDENTS

	Women	Men	
	11	0	11

## MODEL SCHOOL.

Girls	Boys	
17	21	38

## SUMMER SCHOOL.

	Women	Men	
	79	26	105
Grand Total	284	137	421





CAPITAL NEWS PRINTING CO.



JEFFERSON CITY, MO.





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21/22

Fiftieth Annual

# CATALOGUE

of

## LINCOLN UNIVERSITY

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1921--1922













Lincoln Institute 1920-21



Fiftieth Annual

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1921--1922



# Calendar

## 1921.

September 12 .....	Boarding Department opens, Monday.
September 13 .....	Examination for admission.
September 13 .....	First Semester begins, Tuesday.
September 30 .....	8:00 p. m. Friday, reception for faculty and students.
November 24 .....	Thanksgiving Day, Thursday.
December 24 to January 2....	Christmas holiday.

## 1922.

January 23 to January 27....	Examinations for First Semester.
January 30 .....	Second Semester begins, Monday.
February 14 .....	Spencer Gold Medal Oratorical Contest.
February 22 .....	Washington's Birthday, Wednesday.
May 1 .....	Senior High Play, Monday.
May 13 .....	Saturday, 7:30 p. m., Inter-Society Declamation Contest.
May 19 .....	Student Entertainment in City Church, Friday 8:00 p. m.
May 20 .....	Close of Model School, Saturday, 7:30 p. m.
May 22 to May 24.....	Monday, Final Examination for Graduates.
May 26 .....	Exhibition of the Art of Music, Friday, 8:00 p. m.
May 28 .....	Baccalaureate Sermon, Sunday, 3:30.
May 29 .....	Junior Normal Class Play, Monday, 8:00 p. m.
May 29 to May 31.....	Examinations for Second Semester, Monday.
May 30 .....	Gymnastic Exhibition, Tuesday, 8:00 p. m.
May 31 .....	Senior Normal Class Day Exercises, Wednesday, 8:00 p. m.
June 1 .....	Industrial Exhibition, Thursday, 10:00 a. m.
June 1 .....	Alumni Program, Thursday, 8:00 p.m.
June 1 .....	President's Reception to the Alumni, Thursday, 8:00 p. m.
June 2 .....	Friday, Commencement Day.
June 5 to July 31.....	Monday, Summer Session.

# *Lincoln University Faculty*

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## ADMINISTRATION.

Clement Richardson .....	President
Irving C. Tull .....	Dean
Mabel Saunders ..	Secretary

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## INDUSTRIES AND DISCIPLINE.

J. E. Rose.....	Blacksmithing and Auto Repair
James Carter ..	Shoemaking
Arthur Richardson .....	Tailoring
J. H. Viley .....	Carpentry
Harley M. Hunter .....	Agriculture
Myrtle Craig Bowen.....	Domestic Science
Helen Crampton .....	Domestic Art
Ruth Cox.....	Domestic Art and Laundering
Letitia E. Williams .....	Handicrafts
Irene Heron - .....	Nurse
Maggie M. Hayes .....	Matron
Loretta Parker - .....	Matron

## ACADEMIC.

Clement Richardson.....	Ethics and Psychology
Irving C. Tull .....	Mathematics
Victor H. Collins .....	Mathematics
James A. Jeffress.....	Mathematics and History
W. B. Jason.....	Physics and Chemistry
J. W. Damel.....	General Science and Biology
S. F. Collins .....	Education

Helen A. Whiting.....	English and Education
Pauline A. Ray.....	English and French
Mayme Upshaw.....	English and Gymnastics
Harley M. Hunter .....	Agriculture
John M. Finney .....	Languages
Marie M. Ford.....	Vocal and Instrumental Music
Gladys Humbert .....	Assistant in Music
Letitia E. Williams.....	Drawing and History
T. Parker Smith.....	Commercial and Civics
Virgil E. Williams.....	Field Agent
Rose D. Lewis.....	History and English
Frances Terry.....	Teacher in Grades
Charles Brooks.....	Teacher in Model School
Gladys Jones.....	Teacher in Model School
Harriet McDaniel.....	English and History
Lenora Jackson ... ..	English

#### STUDENT ASSISTANTS.

Carrie V. Simpson.....	Assistant in the Grades
Ruth Redd .....	Assistant in Grades
Ethel Aitch.....	Assistant to the Matron



# *Historical Sketch*

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Lincoln University is one of the few state schools, if not the only one, to owe its origin to the contribution of Negroes. Shortly after the Civil War, the soldiers of the Sixty-second and Sixty-fifth Regiments of the United States Colored Infantry contributed a fund of \$6,379.00 to establish a Negro school in the state of Missouri.

The Board of Trustees was organized on June 8 and incorporated on the twenty-fifth of the same month, 1886. In the same year on the seventeenth of September school opened.

The first President of Lincoln University was Richard Baxter Foster, of Hanover, N. H. He was born October 25, 1826, and died April 26, 1901. He was the first and only white president of Lincoln University.

'The Legislature of 1879 appropriated \$15,000 for the support of the University, provided \$5,000 should be applied to the payment of its indebtedness. This appropriation was contained in the general appropriation bill, and was a grant to a corporation managing a charity. The Constitution provides: "The General Assembly shall have no power to make any grant \* \* \* of public money or thing of value to any individual, association or individual, municipal or other corporation whatever." The grant was in violation of that part of the Constitution just quoted. Governor Phelps, from whose message to the Legislature the above is taken, held the bill until the Board of Trustees met and unanimously voted to transfer the University to the state. The bill was immediately approved. This friendly act of the late Governor enabled the trustees to pay every dollar of the debt which for several years had embarrassed them, and to place the University on a more permanent basis.

By an act of the Thirty-fourth General Assembly a college and a college preparatory school were established in connection with the University.

The same assembly also passed an act which provides that the normal diplomas shall entitle their holder to teach in the schools of the state without further examination; also that the graded certificates, which are granted upon the completion of the two years' course, shall entitle their holder to teach the several

branches therein named for a period of two years from the day of graduation. Provision is made in the act for annulling these diplomas and certificates whenever it is found necessary.

By an act of the Thirty-Sixth General Assembly an Industrial Department was established in connection with the University.

The main building was destroyed by fire on the first of August, 1894, but was soon replaced by a far more commodious structure, for the erection of which the Legislature appropriated the sum of \$40,000.

Since then the Legislature has appropriated at different times money to erect a dormitory for young men and one for young women and a central heating plant. Lincoln University, therefore is well equipped in buildings, as well as in teaching force, for the work she has to do.

The foregoing is the history of Lincoln University until 1921.

In January of this year, the Fifty-First General Assembly, at the instance of Representative W. M. Moore, a Negro representative, changed the name of Lincoln Institute to Lincoln University; creating a Board of Curators in place of a Board of Regents, and appropriated \$500,000, to make a University in fact as well as in name.

Lincoln University has a high school department, a normal department, a college department, a preparatory department, departments of mechanical industries, a musical department, a model school and a farm.

# *General Information*

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## **LOCATION.**

Lincoln University is situated on a high hill in Jefferson City, Mo. Its campus is composed of forty acres of rolling hills and level plots. In this forty acres there is an athletic field, in which there is a ball park, track, and other kinds of outdoor sports. Jefferson City, in which the University is located, is about one hundred and twenty-five miles west of St. Louis. It is about equal distance between St. Louis and Kansas City. Persons coming to Lincoln University will get off at the Jefferson City station and come to the school on the street car, or in a taxi cab.

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## **EQUIPMENT.**

In addition to the forty acres of campus land, the University has sixty acres of farm land. This is used for practical farming and for teaching the various forms of agriculture. Horses, mules, cattle, poultry and swine are available for study here, as well as the soil and crops.

Each department in which trades are taught is furnished with modern equipment. The carpentry shop, the blacksmithing and wheelwrighting shop, the wood-turning shop, the domestic science, the plain sewing and dressmaking and the laundry divisions are all well appointed with tools for teaching and for doing actual work.

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## **DORMITORIES.**

Dormitory rooms are furnished for both boys and girls. Each room contains a bed, mattress, table and chairs. Students furnish their own bed linens, quilts, blankets and comforts. It is highly desirable that each student make his room as attractive and home-like as possible, by putting pictures on the walls and small rugs on the floor.

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## **LIBRARY.**

Lincoln University has a small but useful Library on the

second floor of the main building. The Library contains about 4,000 volumes, counting both books and periodicals. The Library will be open at special hours during the day and of evenings. Books may be drawn for use in the study hall or to be taken to the student's room.

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### MODEL SCHOOL.

The University maintains a Model School on the campus. Here students of the normal departments are given practice by observing the handling of graded pupils, as well as by teaching the classes. Students of the Preparatory grades will take their subjects in the Model Schools.

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### THE SUMMER SCHOOL.

The Summer School is run for two main purposes: First, for teachers who wish to pursue special studies or to do work to extend their grades; secondary, students who have failed in their subjects during the year, and students who wish to do advanced work will find the Summer School the best means to that end. In general a half Course certificate will be granted for three summers work, and a life certificate for six summers work, provided the candidate has already been graduated from a standard High School. In all cases however, the individual is considered.

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### THE PRE-MEDICAL COURSE.

A course of study has been arranged for students wishing to prepare themselves to meet the requirements for entrance to first-grade medical schools. The course embraces two years of college work, including Mathematics, Chemistry, Physics, Biology, English and a modern Language. Applicants for the course must be graduates of first-grade high schools or have had equivalent literary training.

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### STUDENT LIFE AND ACTIVITIES.

Practically every educated person who goes out into life is expected to take part in religious work of some kind. The Sunday School, the weekly prayer meeting, the Y. M. C. A. and Y. W. C. A. at Lincoln University furnish ample opportunity for de-



velopment in this direction. Students are urged to take part and join in the work or at least one literary society and one of the religious organizations.

Again there are several voluntary clubs which give specific instruction. The Young Women's Sewing Club, the Arts and Crafts Club, the Dramatic Club furnish specific instruction for all those who wish to develop special talent through more intensive voluntary study.

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### MILITARY SYSTEM.

The military system was established at Lincoln University September, 1918. This means that students rise and retire at a given hour, and that their rooms are subject to inspection every day.

Also our students are required to wear uniforms. The uniforms for the boys will be in the division of tailoring, those of the girls in the division of plain sewing. The uniforms for the boys will cost \$28.00, including cap. The uniforms of the girls including one dark blue serge skirt and one white waist will cost \$15.00.

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### BAND.

Lincoln University has a large band. Students who enter the band will be given regular hours for drill and instruction free. Those who have any kind of band instruments are advised to bring them. The band will be used for military drill and on many public occasions.

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### ORCHESTRA.

The orchestra is a very essential organization of the school. It plays at all chapel services and often during meal time, and other public services. Students with string instruments are advised to come ready to join this company. Regular practice hours will be held for both band and orchestra.

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### MANDOLIN CLUB.

The Mandolin Club is a permanent organization under the direction of one of the faculty. Membership is competitive. Be-



sides an annual home concert, tours are made throughout the state during the year.

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### CHORUS MUSIC.

Lincoln University has long been celebrated for its good music. Regular chorus singing of both Negro melodies and more technical music will be given under the direction of a competent leader.

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### REGULAR COURSE IN MUSIC.

Private lessons are given on the piano and violin. For either an extra charge of \$2 per month payable at the beginning of each month is made.

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### GIRLS' SUGGESTED LIST.

1. Two lawn waists.
  2. Two shirt waists with long sleeves.
  3. Three changes of winter underwear.
  4. Four changes of summer underwear.
  5. Two pairs of good shoes.
  6. Pair of rubbers (required).
  7. One rain coat.
  8. One umbrella.
  9. One laundry bag.
  10. Two gingham aprons.
  11. Two heavy skirts.
  12. Three night dresses.
  13. Comb, brush, mirror, tooth brush and paste.
  14. Three table napkins.
- 

### BOYS' SUGGESTED LIST.

1. One suit of overalls.
  2. One laundry bag.
  3. At least one-half dozen collars.
  4. At least four negligee shirts.
  5. Three night shirts.
  6. Comb, brush, mirror, tooth brush and paste.
  7. Three suits of heavy underwear.
  8. Three suits of summer underwear.
  9. Three table napkins.
- 

### CARE OF THE SICK.

Beginning with September, 1918, a beginning course in prac-

tical Hygiene was started at Lincoln University and a hospital room was provided in the girls' dormitory and one in the boys' dormitory for slight cases of illness. The nurses services are free but a charge of 75 cents per day is levied for diet and hospital equipment. Should the illness become serious, the doctor will be called at the student's expense.

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### EXPENSES AND AIDS.

The tuition fee for all Missouri students is \$5.00 per year, payable at the opening of school. For non-residents of Missouri the fee is \$15.00 per year in advance. Tuition for summer school will be three dollars (\$3). The board for the students is \$13.00 per month, and laundry fee, \$1.00, making a monthly payment of every twenty-eight days of \$14.00 for each student. Opportunities will be given in the school for a limited number of students to work out all or a part of their board. Students also find work in the city, whereby they may earn money to help defray their expenses. Those who earn their way, either in the city or in the Institution hold their positions subject to efficiency and to good deportment. No student may hope to have work on the ground and disobey the rules. No student who violates trust and who is irregular in his habits will be permitted to live off the school grounds.

Total sum which students will need upon entering will be as follows. This sum must be paid in full upon entering:

#### Missouri Students—Boys.

Board and laundry (every 28 days).....	\$14.00
Year's tuition fee .....	5.00
Uniform - - .....	28.00
Medical fee ... ..	1.50
Athletic fee .. ..	2.00
<hr/>	
Total.....	\$50.50

#### Missouri Students—Girls.

Board and laundry (every 28 days).....	\$14.00
Year's tuition fee .....	5.00
Uniform - - .....	15.00
Medical fee - .....	1.50
Athletic fee ... ..	2.00
<hr/>	
Total.....	\$37.50

## Non-Residents of Missouri—Boys.

Board and laundry (every twenty-eight days)	\$14.00
Year's tuition fee .....	15.00
Uniform .. ..	28.00
Medical fee ..	1.50
Athletic fee -	2.00
Total.....	<hr/> \$60.50

## Non-Residents of Missouri—Girls.

Board and Laundry (every 28 days).....	\$14.00
Year's tuition fee .....	15.00
Uniform .. - -	15.00
Medical fee ..	1.50
Athletic fee -	2.00
Total.....	<hr/> \$47.50

## DATES ON WHICH BOARD IS DUE.

September 12, 1921; October 10, 1921; November 7, 1921;  
 December 5-24, 1921 (\$8.25); January 2, 1921; January 30, 1922;  
 February 27, 1922; March 27, 1922; April 24, 1922; May 22, 1922;  
 May 22-June 3 (\$6.50).

# *General Regulations*

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1. A student entering Lincoln University thereby agrees to keep its rules and regulations, and to leave behind all fire-arms and weapons; to take no intoxicating drinks into his room, nor to smoke in any of the rooms or on the campus of the Institution; violation of these rules will automatically dissolve his relationship with the school.
2. Each student must pay, upon entering, his tuition fee and board for one month. A ticket will be given to the boarding students, which will admit them to the dining hall. No one will be admitted to the dining hall without this ticket. These tickets will be renewed at the beginning of each month when the board is paid.
3. Students must provide themselves with sheets, pillow cases, towels, quilts, rugs, pictures, table napkins and text books, which can be bought at a local book store. No students without text books can hope to pass his subjects.
4. Students' clothes will be washed and ironed in the laundry, which will be in charge of a teacher and students, who will handle all the clothes under the direction of the school. All clothing should be labeled with the student's name, otherwise the laundry cannot be responsible for the loss of goods.
5. A doctor's certificate showing that the student is in good health is required of all students, old and new, at the time of registration. Whenever necessary the student must be vaccinated; for this and for general medical attention, a fee of \$1.50 will be charged.
6. Members of the Lincoln University Faculty and student body are expected to conduct themselves as to reflect credit upon the school. Any conduct to the contrary will furnish ample reason for severance of relations with the school.
7. General dancing is not permitted on the Lincoln University Campus.
8. Continual failure in study, or habitual neglect of duties, or general pernicious influence upon other students may at any time, after due notice to the parents or guardians, cause the enforced withdrawal of a student.
9. It sometimes becomes necessary to send students away







The Chorus

without due notice to parents. Whenever this is so and the student has not sufficient money to pay either his bills or transportation, his trunk and other available possessions will be kept until the money advanced for railroad fares, etc., is refunded.

10. Parents and guardians are urged in making remittance for students to send money by postal money order or express money order or registered letter direct to the President. He will not be responsible for money sent to students. All requests for students to come home, or to visit friends in Jefferson City or elsewhere, or to be withdrawn, must be made to the President.
  11. In general visiting and even going home during the school session are to be discouraged. First of all, traveling back and forth on the train is expensive. Secondly, it has been found upon close study that girls and boys contract colds, diseases and fall in very often with questionable people by going back and forth on the train.
  12. Students who are in arrears for any University debts will not be permitted to take the final examinations.
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### PRIZES.

To stimulate interest and competition, Lincoln University is making a prize list for students in almost every department.

**I. Faculty Declamation Prize:** The Lincoln University Faculty subscribes annually \$15.00 to be awarded in two prizes of \$10.00 and \$5.00 respectively for the students of the literary societies who commit and deliver the best declamations. The first prize \$10.00 was awarded to Fern Smith of Poplar Bluff, Mo., class of 1922 of the High School Department, second prize of \$5.00 was awarded to Simon Douglas of Eolia, Mo., class of 1923 of the High School Department.

**II. Scholarship Prize:** A scholarship prize of \$100.00 is awarded annually to that High School student who has the highest average for literary studies, industrial work and deportment. This prize was awarded to Simon Douglass, of Eolia, Mo., class of 1923.

**III. French Prizes:** There are two French prizes named for the donors. The first is given by Mrs. Lemuel H. Wells, of Tacoma, Washington, and the second is given by Mrs. Elizabeth Ray, of Geneva, New York. The first prize a \$5.00 gold piece was

won by Hester Wright of Gilliam, Mo., class of 1924 of the High School department. The second prize a \$2.50 gold piece was won by Ethel Washington, of Columbia, Mo., class of 1921 of the High School department.

**IV. The Spencer Gold Medal Prize:** Professor Oscar Spencer of Nowata, Okla., of the class of 1900, offers a gold medal to that student of the school who writes and delivers the best oration on a subject approved by the Faculty. This prize was awarded to Harley Davis of Nevada, Mo., class of 1922 of the High School department.

**V. Thompkins Nurse Prize:** Dr. Wm. J. Thompkins head of the Old City Hospital, Kansas City, Mo., class of 1901, offers a prize of \$10.000 to the young woman who shows during her year's work the greatest aptness in the care of the patient, cleanliness of surroundings and the application of theory. Cora Burney, of Carthage, Mo., of the High School department, class of 1923, was awarded this prize.

**VI. The Theory and Practice Teaching Prizes:** There are three prizes given to those members of the Senior Normal Class who make the highest averages in theory and practice teaching. The first prize \$20.00 is given by the St. Louis Alumni. Gertrude Riggs of Otterville, Mo., was awarded this prize. The second prize \$10.00 was given by Dr. E. L. Scruggs of Jefferson City, Mo., and Judge Bradley, of Kansas City, Mo. Etta Weathers, of St. Louis, Mo., was awarded this prize. The third prize of \$5.00 was given by the Jefferson City Alumni. Carrie Simpson of Warrensburg, Mo., was awarded this prize.

**VII. The Ida Rivers Prizes:** These prizes are two of \$5.00 and \$2.50 in gold, established by Mrs. Clement Richardson of Lincoln University, Jefferson City, Mo., to be awarded to the two students who write the best essays on some Biblical subject. Mable Anderson of Kansas City, Mo., class of 1921, of the Normal Department was awarded the first prize, and Margaret Holdier of LaGrange, Mo., class of 1922 of the High School Department was awarded the second prize. A third prize of \$1.00 was given by Prof. T. Parker Smith, Iona Rainey was awarded this prize.

**VIII. The Spelling Prizes:** A first prize of \$5.00 is given by Mr. J. W. Damel of the University Faculty and a second prize of \$4.00 is given by Mr. H. M. Hunter of the University Faculty, for the two successful contestants in a Spelling Contest. The first prize was awarded to Uncas Aitch of Union, Mo., class of 1922 of the High School Department, and the second prize was awarded to Ruth Ponds of Porter, Okla., of the C Preparatory Class.



**REQUIREMENTS FOR ADMISSION TO COLLEGE.**

High school subjects for admission are measured in terms of "units." A unit is defined as a subject pursued five forty-five minute periods a week for one year of at least thirty-six weeks. Two periods of laboratory work are counted as the equivalent as one in recitation. Four units are considered a year's work. The term "semester hour" is used to measure all work of college grade. A semester hour is defined as one period of class-room work extending through not less than fifty minutes net for a period of eighteen weeks, two period of laboratory work being counted as the equivalent of one hour or lecture or recitation. Thirty semester hours is considered a year's work.

Students are admitted either upon examination at the University or upon certificates from accredited schools or from other colleges. Examinations are held the first week in September. A person who wishes to offer credits in place of an entrance examination in any subject should have them certified to by the proper official of the school in which the grades were made. Blank certificates may be had upon application to the President or Dean.

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**GENERAL REGULATIONS.**

Candidates for admission to the Freshman Class must be at least sixteen years of age and of good moral character. They must be graduates of a standard four year high or preparatory school. All candidates, whether or not graduates of high schools, are required to present fifteen units as entrance credits.

Students should enter at the beginning of the term, because the subjects which are begun at that time are not repeated in the second term. Students entering late will be required to make up the work gone over before the end of the semester.

Fifteen units are required for entrance to any course. No student will be admitted with more than two conditions. The following units are required of all applicants: English, three units; Algebra, one unit; Plane Geometry, one unit; History, one unit; Foreign Language, two units; Science, one unit; Electives, six units. In the elective units any work done in an accredited high school will be accepted.

Not less than two units in any language will be accepted. The maximum credit allowed for vocational work is two units.

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**ADMISSION TO ADVANCED STANDING.**

Candidates for admission to an advanced class in any of the

courses are required either to sustain examinations in all studies of the course up to the point at which they seek admission, or to present from other colleges certificates covering such studies.

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### SPECIAL STUDENTS.

Persons of mature years, even if they are not able to meet the entrance requirements may be admitted to the college as special students. In no case will applicants be considered from persons who are not twenty-one years of age.

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### DIPLOMAS, DEGREES AND CERTIFICATES.

**Degree:** On satisfactory completion of a regular course in the College of Arts and Sciences a student is granted the degree of Bachelor of Arts . (A. B.)

The degree of Bachelor of Science in Education (B. S. in Ed.) is granted upon the satisfactory completion of a regular four-year course in the department of Education.

**Diplomas:** Will be granted those students who complete the required number of hours in a specified course.

1. 60-Hour Diploma. It is the life diploma to teach in the elementary schools—based upon a four years high school course and two years in college.

2. 90-Hour Diploma. It is a life diploma to teach in high schools and elementary schools—based upon a four year high school course and three years course in college.

**Certificates:** 3. 30-Hour Certificates. It is an elementary state certificate valid for two years—based upon a four year high school course and one year in academic and pedagogic studies of college grade.

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### EXPLANATION OF THE GRADING SYSTEM.

A—with highest honor.

B—with honor

C—Medium

D—Sub-Medium

E—Conditioned

F—Failed

In order to graduate, a student must have a grade above D in more than fifty per cent of his work.



A grade of F will require a student to take the same course in class again.

A grade of E may be removed by special examination. Upon the removal of a condition the grade shall be recorded as D.

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## REQUIREMENTS FOR THE DEGREES OF BACHELOR OF ARTS AND SCIENCE.

Candidates for any of the above degrees must complete at least one year of residence work at the University and must fulfill the following conditions:

1. One hundred and twenty semester hours of work in addition to Physical Education.
2. A major of at least twenty hours in one department must be completed.
3. A minor of fifteen hours must be completed and selected from the work of a department allied to the major department.
4. The following requirements must be satisfactorily completed: English, six hours; Natural Sciences, six hours; Non-Biological Sciences, twelve hours; Social Sciences, twelve hours; Mathematics or Philosophy or Psychology, six hours.

Before graduation, students must complete a total of one hundred twenty semester hours of work selected from the following groups:

### Group 1. Language and Literature

English, Latin, French, Spanish, Fine Arts and Music.

### Group 2. Natural Sciences

Biology, Botany, Chemistry, Geology, Physics and Psychology.

### Group 3. Social Sciences

History, Government, Sociology and Economics.

### Group 4. Mathematics and Philosophy

Mathematics, Psychology, Philosophy, Logic, Education.

At least thirty-six hours required for the degree must be in some one of the groups mentioned above, and at least eighteen hours in some other one of the groups. In no one of the groups may more than sixty hours be credited for the degree.

## FIFTIETH ANNUAL CATALOGUE

## COURSE IN LIBERAL ARTS.

**Freshman.**

Required	Semester Hours
English (Rhetoric and Composition).....	6
Foreign Language .....	6
Mathematics or Science.....	6
American History or European History.....	6
Elective - - .....	6

**Sophomore.**

English ... ..	6
Foreign Languages .....	6

One subject (six semester hours) from each of the following groups:

Group 1: History, Economics, Education, Psychology, Home Economics.

Group 2: Chemistry, Physics, Mathematics, Zoology.  
Elective six semester hours.

Physical Education.

**Junior and Senior Years.**

Electives: 28 to 32 semester hours each year, subject to the regulations stated above.

Students who present for entrance two units in a single foreign language are exempted from the Language requirement in the Sophomore year.

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**COURSES IN EDUCATION.**

The entrance requirements for the courses in Education are the same as those in the Liberal Art Course.

Candidates for any of the diplomas or certificates must com-

**Freshman.**

(Authorizing a Certificate valid for two years.)

	Semester Hours
Psychology - - .....	4
School Economy .....	2½
Elementary Course of Study.....	2½
Observation and Teaching in Training School.....	2½
English - - .....	6
Technical Subjects .....	4
Electives - - .....	8½
Physical Culture .....	
Total Credits .....	30

**Freshman and Sophomore Years Combined.**

(Authorizing an Elementary Diploma with Life Certificate.)

	Semester Hours
Education from Freshman Year.....	11½
History of Education.....	5½
Observation and Teaching.....	5
Elective in Education.....	2½
English (Freshman) .....	6
Technical Subjects .....	6
Electives - - .....	22
Total Credits .....	60

**Freshman, Sophomore and Junior Years Combined.**

(Authorizing Diploma with Life Certificate and Bachelor's Degree.)

	Semester Hours
From Education in preceding years.....	24
Education - - .....	5
English (Freshman) .....	6
Technical Subjects .....	8
Major - - .....	25
Two Minors - - .....	20
Electives - - .....	7
Total Credits .....	90

Freshman, Sophomore, Junior and Senior Years Combined.

(Authorizing Diploma with Life Certificate  
and Bachelor's Degree.)

	Semester Hours
From Education .. .. .	26
English .. .. .	9
Technical Subjects .. .. .	8
Major .. .. .	25
Two Minors .. .. .	15
Electives .. .. .	37
Total Credits .. .. .	120

### PRE-MEDICAL COURSE.

Candidates for admission to the Pre-Medical Course must be graduates of an accredited high school or preparatory school and must present at least 15 units of credit.

#### First Year.

	Semester Hours
English .. .. .	6
Mathematics .. .. .	6
French .. .. .	6
Chemistry .. .. .	6
Chemistry .. .. .	8
Botany .. .. .	6

#### Second Year.

French .. .. .	6
Physics .. .. .	10
Chemistry .. .. .	6
Zoology .. .. .	6
Elective .. .. .	4

# *Description of Courses*

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## AGRICULTURE.

**101. Agronomy**—A general study of the fundamental principles and practices involved in growing corn, small grains, potatoes, grasses, legumes and root crops. A study of soils, their properties and management in relation to crop production, manures, and fertilizers.

Instructions will be given in the field as long as the weather will permit. Credit 3 hours.

**102. Animal Husbandry**—A study of the origin, history, development, characteristic and value of the different breeds of animals. The breeding, feeding, management and the adaptability of different feeds for horses, cattle, sheep and swine.

The laboratory work will consist of a study of the use of the score card, and comparative judging. Credit 3 hours.

**103. Dairy Husbandry**—A study of the composition and properties of milk, milk secretion, and factors causing a variation in the composition of milk, the Babcock test, the efficiency of the separator, the use of the Lactometer, the balancing of dairy rations, silage and silos, soiling crops and pastures, raising calves and heifers and the principles of dairy breeding and development and the judging of dairy cattle. Credit 3 hours.

**104. Poultry Husbandry**—This subject includes the following topics: The poultry industry; the poultry farm, buildings, and equipment; breeds of domestic fowls; principles of breeding; selection of stock, preparation for market, including killing and dressing; poultry parasites and diseases; designing and construction of poultry houses, and poultry judging.

Practice work in incubation and brooding will be required. Credit 3 hours.

**105. Farm Management**—A study will be made of farm accounts, farming as a business; cropping system; farm layout; building arrangement; efficient use of labor, horses, and machinery; farms of tenure, and leases; ways of starting farming; use of capital and credit; and the choosing, building and management of a farm. Credit 5 hours.

**106. Farm Machinery**—The operation, adjustment and repair of the standard tools and machines, special emphasis being



laid on the tractor, thresher, binder and haying machinery. Credit 2 hours.

**107. Horticulture**—Showing the importance of horticulture, the divisions and distribution of horticultural activities, the principles, growth, and reproduction, and the processes of control through these principles. Home garden making; soil adaptations of garden crops, methods of culture and management; remedies, and preventatives for diseases and noxious insects of garden crops; selection of orchard sites and soils; propagation of young trees; pruning, fertilization, cultivation, and spraying of orchards, judging, harvesting and handling the fruit crop. Credit 3 hours.

**108. Forestry**—A study of the development and of the present forestry situation in the United States, Missouri will be studied in detail. The laboratory work will be the handling of the farm wood lot. Credit 3 hours.

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### ARTS.

**101. Art**—This course embraces theory of line, practice free hand drawing, harmony with light and dark colors. Credit 1½ hours.

**102. Art**—This course consists of charcoal drawing, charcoal with colors, observation. Credit 1½ hours.

**103. Art**—Water colors from nature, still life, flowers, fruits, birds, landscapes, seascapes and designing. Credit 2½ hours.

**104. Art**—Applied design, wood block on textiles, stencils on textiles, practical application, appreciation on silks, velvets, glass, china, ivory and wood.

**105. Art**—Elementary Bookbinding. The making of booklets, memorandum pads, etc. Credit 1½ hours.

**106. Art**—Homecrats. Work in raffia, reed and splint work, basketry, etc. Credit 2½ hours.

**107. Theory and Practice**—This course is for students who are preparing to teach in the elementary school. It includes drawing, line composition, landscape, lettering, color theory, stenciling, paper construction, clay modeling and raffia and reed work.

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### BIOLOGICAL SCIENCE AND PHYSIOLOGY.

**101. Botany 1**—A study of the principle parts of plants; conditions necessary for the performance of their functions; plant composition and structure, and determination on species. Credit three hours. Text—Bergen and Davis.

**102. General Zoology**—A study in the variations in the

structure and life history of different classes of animals, their relations and their habits. Credit 3 hours.

**103. Zoology**—Comparative Zoology of Invertebrates. An introduction to the comparative and systematic study of the singular animals. Lecture and laboratory work. Credit 3 hours.

**104. Botany 2**—A course in anatomy and physiology of higher plants and in the classification structure and life history of various types of cryptomgrams. Special attention is given to those of economic interest. Prerequisite Botany L. Credit 3 hours. Text—Coulter, Barnes and Cowles.

**104. Zoology**—Comparative Zoology of Vertibrates. Credit 2 hours.

**106. Botany 3**—Plant and nutrition. Advanced studies on the scores and absorption of plant foods, elaboration, metabolism, assimilation, ultimate decomposition. Pre-requisite Botany 1. Credit 3 hours.

**108. Physiology**—This course includes a study of the basic principles of physiology, and emphasis will be laid upon the relation of the body functions to personal efficiency. Credit 3 hours.

**109. Hygiene and Sanitation**—Instruction in this subject covers the principles of sanitation, the cause, methods of spread prevention of epidemics, and the various methods of disinfections. Credit 3 hours.

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## CHEMISTRY.

**101. Chemistry**—General; inorganic chemistry. Recitation; lectures and laboratory work, experiments illustrating the principles of Chemistry. Two hours lecture and recitation, four hours laboratory. Credit 3 hours.

**102. Chemistry**—Analytical Chemistry—Qualitative Analysis. Laboratory practice with lectures and recitation. Pre-requisite Chemistry 1. Credit two hours.

**103. Chemistry**—Analytical Chemistry—Qualitative Analysis. Volumetric and Gravimetric Analysis. One hour lecture, four hours laboratory. Credit three hours. Pre-requisite Chemistry 1 and 2.

**104. Chemistry**—Organic Chemistry. In this course the student is introduced to the study of compounds of carbon. The points of similarity and difference between Organic and Inorganic Chemistry are touched upon; then the most important members of the paraffin and aromatic series of this branch of Chemistry and its bearing upon the chemical theory are considered. Credit 3 hours. Prerequisite Chemistry 1.

**105. Chemistry**—Applied Chemistry. Lectures, recitations

and laboratory work on the chemical processes and operations involved in the industries and the home. Credit two hours. Prerequisite Chemistry I and IV.

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### PHYSICS.

**101. Physics—General Physics:** The course includes the study of the fundamental units, the determination, equilibrium and motions of solids, liquids and gasses. Capilarity, surface tension, density, sound, light magnetism and electricity. Throughout the whole course, special attention is given to mathematical theory. Credit 3 hours. Prerequisite: Trigonometry.

**102. Physics—Laboratory course** designed to accompany Physics IV. Four hours. Prerequisite: Trigonometry and Physics I. Credit 2 hours.

**103. Physics—Theoretical Mechanics:** The course will consist of lectures, recitations and problems. The general principles of rational mechanics and applications, the chief fields of mathematical physics. Pre-requisite: Physics 1 and Calculus. Credit three hours.

**105. Physics—Theoretical Dynamics.** Problems involving selected topics in both Statics and Kinematics. Pre-requisites: Physics and Calculus.

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### ECONOMICS AND SOCIAL SCIENCE.

**101. Principles of Economics—**A study of the fundamental principles and theories underlying economic science. Current economic problems and activities will be carefully considered. Lecture, library readings, quizzes and reports. Throughout the year. Credit 6 hours. Text: Ely's Outlines of Economics.

**102. Economic History—**Prerequisite course (1). In the first semester the economic development of England will be studied; in the second that of the United States. Throughout the year. Credit 6 hours.

**103. American Government—**This course is basic to all other courses in political science. It deals with the historical foundations of the government of the United States and in the federal branch considers such subjects as the president, congress, national administration, the judiciary, territorial government, etc. That part dealing with state governments considers such topics as popular control, the executive department, the legislature, the



courts, taxation and finance. The course closes with a study of local rural government, state and local politics, and social and economic legislation. Throughout the year. Credit 4 hours.

Text: American Government, Beard.

**104. Modern Governments**—Prerequisite a college course in American Government. This is a course dealing with the foundations of political science. It considers such subjects as the nature of the State, types of government as to the location of sovereignty, types as to the manner or exercise of sovereignty, the promulgation and modification of constitution, the jurisdiction or function of government, the territorial and functional distribution of powers, and the electoral, executive, administrative, legislative, and judicial branches. The governments of England, France and Switzerland will be outlined. One semester. Credit 3 hours.

**105. The Government of Missouri**—The historical and constitutional development of Missouri; its relation to the national government, organs of the state; organization and function of local government; the state constitution; municipal functions, etc. A study of the Missouri constitution itself and the functioning of the organs of government under it will be an important feature in this course. One semester. Credit 2 hours.

Text: This is not a text-book course.

**106. English Government**—A study of the foundations of the constitution, the ministers and the administrative system, the cabinet, Parliament, law and justice, local government, political parties, and a survey of the English colonial government and administration. One semester. Credit 3 hours.

Texts: Ogg and others.

**107. Political Parties**—This is a study of the methods and politics of political parties in the United States. There will be an investigation of nominating methods, local, state, and national; party machinery; campaign methods; party finance, election laws, suffrage qualification. The course will close with a study of the party in power, a historical survey of the politics of past ruling parties will be made. Remedies of legislative evils, anti-lobby laws, etc., will feature in the course. One semester. Credit 2 hours.

Texts: Political Parties and Practical Politics, Ray, etc.

**108. Principles of Sociology**—This is a course in general sociology and make a survey of the whole field. It begins with a study of the nature of sociology, its problems, methods, and its

relation to other sciences and studies; such subjects as the social mind, social organization and social laws. One year. Credit 6 hours.

Text: Blackmar and Gillan's Sociology.

**109. Social Problems**—Prerequisite course (1). This is a study of modern problems. It considers such topics as poverty, crime, the family, the city, race problems, immigration, etc. Each student will be required to make a written report on particular subject. Credit 2 hours.

**110. Social Control**—This is a course in the methods devised by society for the control of its members. It considers such topics as art, religion, education, etc. Prerequisite course (1). Credit 2 hours.

Text: Social Control, Ross.

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## EDUCATION.

**101. General Methods**—This course comprises a discussion of such subjects as interest, correlation, apperception, the inductive and deductive processes and their place in teaching. 2½ hours, Fall and Summer.

**102. School Management**—This course presents certain phases of the management and organization of the school—such as discipline, the program, seat work, practical problems, etc. 2½ hours, Winter and Summer.

**103. Elementary Course of Study**—The texts used for the basis of this work are the Courses of Study for the Missouri Schools, the Baltimore County Course of Study, and McMurray's Course of Study for Elementary schools. The problem is unraveled as how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at the various stages of his development. 2½ hours, Spring term.

**104. Educational Measurements**—Educational Measurements will be dealt with in the course, and those wishing advanced work may take advantage of the same. The various scales and tests for determining mental development, rank, efficiency and ability of school children. Such tests as Thorndike's, the Hillegas tests, Curtiss tests, Ayre's tests and those by Starch will be made the basis of this work.

**105. Principles of Teaching**—Advanced course for principals and experienced teachers. The topics will be selected from problems of the curriculum, use of standard tests, newer methods



of teaching, such as the project method, supervised study and problems of school organization and management. Summer term.

**106. Primary Methods**—Four hours' credit, each term: The purpose of this course is to train teachers. We attempt to do this through instruction, observation and practice. After each subject is completed illustrative lessons will be given with the pupils of the first three grades of the training school. Special attention is given to the teaching of every subject in the Primary Grades—for example:

**Reading**—Study of methods past and present, beginning reading," without text. The teacher's problem when using the text. Thought, work, expression, dramatic work, mechanics, phonics, etc., etc.

**Nature Study and Language**—Training in how and where to select the material for nature study and how it is used as the foundation for language work. The use of the picture, poem and story, and correlation with nature work.

**Primary Numbers**—A study of past and present methods and the presentation of new ideas through use of objects, construction work, devices, games, etc.

**Music**—A thorough study of the method of presenting the various problems of public school music in the primary grades.

**Geography**—The use of different material in the teaching of home or local geography. Outdoor and field excursions, life work and map work.

**107. Advanced Methods**—Three hours' credit, each term. This course aims to stress the fundamental conceptions and methods of the branches of study usually undertaken by the grammar grades. Each subject is discussed separately, practical methods and devices receiving the emphasis that they demand.

**108. High School Methods**—This course is intended primarily for four-year students and includes a brief study of the development, present status and problems of the high school and is followed by a detailed study of the principals applicable to the upper elementary grades and to the high school. 2½ hours.

**109. Observation**—This work consists of observation and teaching in the upper and lower grades and is intended for the students of each course. It consists of teaching and observing ideal methods of teaching in our Practice School. There are regular conference hours during the course, with the teacher in charge of Primary Methods and Advanced Methods.

**110. History of Elementary Education**—The main topics of the course are aims in Education, Results of Education and an

understanding of the Modern Public School as carried on in our own state and in the United States. 2½ hours, Fall term.

**111. History of Education**—This course covers a complete survey of the History of Education, beginning with the Eastern Nations. The great educators and educational movements in the world are discussed. The method of work used in this course is a combination of recitation and lecturing, the student doing much outside reading. Each student writes a term essay on a particular educator or epoch. 5 hours, Winter and Spring terms.

**112. Arithmetic and Methods**—This course will review and emphasize the subject-matter of Arithmetic and the most improved methods of teaching it. 2½ hours, each term.

**113. Teaching of Geography in the Grades**—A professional course. The methods, material and purposes of geographical work in the grades are studied. 2 hours.

**114. Elementary Music and Methods**—This course is planned to present the problems of music and to aid the teacher in Public School Music.

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### ENGLISH.

**101. English**—A year's work is designed to establish the first year college student in habits of careful writing and speaking and to familiarize him with the fundamentals of Rhetoric. There is constant practice in composition and in the study of literary types. Credit six hours.

Text: Lathrop, Freshman Composition.

**102. English**—General History of English Language. This course is intended to give the student an understanding of the origin and growth of the English Language including the growth of vocabulary grammatical changes, and history of meaning, spelling and pronunciation. Some Anglo-Saxons will be read so as to have a basis of comparison. Credit six hours. Two semesters.

Text: Krapp, Modern English.

**103. English**—Argumentation. Here the principles of debate are learned and applied. Several briefs are drawn and arguments written. In the second half of the year Debating Teams



The Orchestra





are formed and regular debating contests held in class. Credit 4 hours. Two semesters.

Text: Foster's Argumentation and Debating; Maxey's the Brief.

**104. English—(a) Victorian Poetry.** The History of the period, the customs of the time and the general trend of thought in the nineteenth century as reflected in the work of Tennyson, Browning, Arnold and Rosetti. Credit 2 hours. One semester. Text:

**105.—English—(b) Modern Fiction.** This course seeks to show the influences of the old romance upon American fiction and the variations from the old types are noted in the early tales by Irving, Poe and Hawthorne. A study is made of the realistic novels of James Freeman and Harte and the realistic novels of James and Howells. The negro's contribution to American fiction will be studied through Dunbar, Chestnut and Dubois. Credit 4 hours.

**106. English—English Grammar.** This course is a review of the elements of English Grammar with an extension in the subject matter treated in the usual course in grammar. It also aims to show the special methods used in teaching that part of grammar that usually presents special difficulties. Credit 6 hours.

Text: Gowdy's English Grammar will be used as an outline.

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## HISTORY.

**101. History of Western Europe—**This course begins with the migrations of the peoples of Europe and comes down to the end of the World War and reconstruction. The periods of mediaeval history are studied and the church is given special attention. The political, industrial, and social problems and activities will receive careful survey. This course embraces map-drawing, oral and written reports, and library readings. Two semesters. Credits 6 hours.

**102. Modern History—**Prerequisite: Mediaeval and Modern history in high school or the History of Western Europe in college. This course begins with a survey of the old regime in Europe just prior to the French Revolution and traces the historical activities of the old powers to the present day. Particular attention will be given to the rise of the United States and Japan



as world powers and to the history and development of imperialism. Two semesters. Credit 8 hours.

Text: Robinson's and Beard's Modern History will be used as an outline.

**103. —American History**—This course is a study of America from its discovery to the present day. The background of American history will be carefully surveyed. The various sectional, industrial, educational and political problems confronting the country will be studied. Maps, reports, library readings and essays will form an important feature in this course. Two semesters. Credit 6 hours.

**104. The Civil War and Reconstruction**—This period will embrace a rapid survey of the time immediately preceding the Civil War and a thorough study of the issues involved in problems arising from the war and emancipation. The 13th, 14th and 15th amendments to the constitution with the reconstruction policies of the national government and those of the several states will be carefully studied. One semester. Credit 3 hours.

**105. The American Negro**—This course has for its field of study the economic, political and social life of the American Negro from 1619 to the present time. That part of the history dealing with the period prior 1865 will be rapidly surveyed and the activities of Negro life since the Civil War will be given detailed investigation. The aim of this course is to give the student a correct conception of the hope, aspirations and achievements of the American Negro. Critical investigation of documents, monographs, and material sources will be made. Two semesters. Credit 6 hours.

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### HOME ECONOMICS.

**101. Sewing 1.**—Fundamental stitches used in hand sewing and their application to simple garments; careful study of suitable and economical material and trimming; the use and alteration of commercial patterns; drawing and patching; the use of the sewing machine. Two lecture periods and three laboratory periods a week. Credit 3 hours.

**102. Sewing 2**—A study of pattern drafting and the comparison of drafted and commercial patterns as to use, adaptability and economic value; hand and machine sewing; discussion of appropriate cotton and linen fabrics for clothing; cutting and fit-

ting of garments; making of cotton or linen dress. Two lectures and three laboratory periods a week. Credit 3 hours.

**103. Food and Cooking 1**—Kitchen arrangement and utensils, measurements and temperatures involved in cooking. Study of carbonhydrates, sugar, cereals, flour and vegetables. Two lectures and three laboratory periods a week. Credit 3 hours.

**104. Food and Cooking 2**—Prerequisite Cooking 1. Principles of protein cookery; eggs, milk, cheese and changes effected by cooking. Two lectures and three laboratory a week. Credit 3 hours.

**105. Cooking 3**—Various cuts and kinds of meats; their composition and preparation, methods of cooking; use of fats and oils. Credit 2 hours.

**106. Textiles**—A general survey of the textile industry from primitives time to the present day; a study of the sources, early history, culture and methods of manufacture and adulteration of the four principle textile fibers. Credit 2 hours. ....

**107. Costume Design**—The principles of design and their application to dress. Study of form, line and color combination; historic costume and its relation to modern dress; adaption of sale patterns; drafting, cutting, fitting and making a cloth dress. Study of color and textile as related to different types of hats. Making and trimming various styles of hats. Credit 3 hours.

**108. Home Nursing and Child Care**—A study of the course, nature and proper treatment of common ailments in the home; care and treatment of common emergencies arising in school and home; the care and feeding of infants and children. Credit 5 hours.

**109. Household Management**—Division of income, care of the house and of stores, methods of cleaning. Laboratory practice in laundering; removal of stains; cleaning of lawns, silk and other delicate fabrics, care of metals. Credit 1 hour.

**110. Dietetics**—A course in the fundamental principles of human nutritot and their application; proper feeding in infancy, childhood and adult life; the planning of dietetics for each period. Credit 1 hour.

**111. Food and Cooking 3**—Preservation of foods; canning of fruits and vegetable; jelly making; food combinations, marketing; serving of dinners according to dietary standards. Credit 2 hours.

**112. Institutional Management**—Study of various kinds of institutions and their management; visits to representative types.

Practical work in kitchen and dining room administration. Credit 2 hours.

**113. House Practice**—A course in the efficient care and management of the house from scientific, economic and practical standpoints. Students selecting this course must live at the Senior House which is used as a practice laboratory. Credit 2 hours.

**104. Dress Making**—Practice in handling and draping fine materials; perfecting detail in drafting; fitting and finishing; study of artistic line and decoration of dress in their relation to the individual. Embroidery and decorative design as applied to costume and household purposes. Work with silk, chiffon, fine cotton and laces. Credit 2 hours.

**115. Remodeling**—Problems of renovating and remodeling articles of clothing, with particular emphasis on economic value, proper combinations of materials and trimmings. Practical work; the remodeling of a cotton dress and a silk or woolen dress. Credit 2 hours.

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### LATIN.

**101. Cicero and Livy**—Cicero's *de Senectute* and *De Amicitia* will be read in the first semester; in the second semester Books XXI and XXII will be read. Latin Literature will constitute a part of this course. Prerequisite 4 units of Latin. Credit 4 hours.

**102. Pliny, Cicero and Tacitus**—Pliny's letters supplemented by those of Cicero will be read in the first semester. Tacitus' *Germania et Agricola* will be studied during the second semester. Imperial Roman History will receive careful attention. Prerequisite Latin I. Credit 4 hours.

**103. Quintilian and Virgil**—Books X and XII of Quintilian's *Institutes* will be read. Roman oratory will be studied through the careful observation of the principles outlined by Quintilian. Virgil's *Aeneid* will be completed. Books VII to XII in the second semester. Prerequisite Latin I. Credit 4 hours.

**104. Teacher's Course**—This course consists of a survey and criticism of text books, the organization of courses in secondary Latin, a study of the difficulties encountered by classes in Latin, the presentation of selected topics; such as, indirect discourse, the subjunctive, and appreciative reading without translation. Class



room instruction will be required of each person taking this course. Two semesters. Credit 2 hours.

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### MATHEMATICS.

**101. Trigonometry**—A study of the trigonometric functions and the solution of plane triangles. Credit 3 hours.

**102. College Algebra**—A short review of factoring, fractions, simple equations, theory of exponents followed by the theory of quadratic equations, the progressions, limits, infinite series, and theory of equations. Credit 3 hours.

**103. The Teaching of Arithmetic**—Credit 2½ hours.

**104. Analytical Geometry**—This course embraces the ordinary topics of Analytical Geometry including the straight line, the circle, the conic sections and some of the higher planes, curves will be covered. Credit 3 hours.

**105. Differential Calculus and Application**—Prerequisite: courses 101, 102, 104. Credit 5 hours.

**106. Integral Calculus and Application**—Prerequisites: courses 101, 102, 104, 105. Credit 5 hours.

**107. Astronomy**—An elementary course mainly descriptive to meet the needs of those who are chiefly interested in its application in surveying. Credit 4 hours.

**108. Differential Equations and Application**. Credit 3 hours.

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### MODERN FOREIGN LANGUAGES.

**101. French. Elementary French**—The first semester will be devoted to the acquisition of the elementary principles of French grammar and the reading of simple French texts. Accurate pronunciation and French rythm will be emphasized from the beginning. In the second semester French classics will be read. Simple conversation will be held daily. Credit 6 hours.

Texts: Frasier and Squair's Shorter French Course; Knowles and Tavard's Perfect French possible, Labiche's *Le Voyage de M. Perrichon*; Halevy's *Morceaux Choisis*.

**102. French Classics**—Prerequisite: Two years of high school French or one year of college French. Grammar review; use of

French in class; composition daily; short themes based on reading. Class and collateral reading will be required. Selections from the work of Hugo, Thiers, Sandeau, Lamartine, Daudet, Balzac, France, etc., will be read. Credit 4 hours.

**103. French Literature**—Prerequisite: three years of high school French and one semester of French classics in college or any two years of college French, one of which must be French classics. This is a course of wide reading attempting to acquaint the student with the greatest works of French literature. It will begin with the Song of Roland and will come down and include modern authors. Class discussion of books read will largely replace class translation. Some should consult the instructor before registering for the course. Credit 4 hours.

**105. Journalistic French**—Prerequisite: two years high school French or one year college French. The aim of this course is to give the student a practical knowledge of French as used by French speaking people in their daily intercourse. A metropolitan paper will be used. Each student will be required to subscribe for the paper used. Two semesters. Credit 2 hours.

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### SPANISH.

**101. Elementary Spanish**—The first semester will be devoted to mastering the elementary principles of Spanish grammar. The second semester will be spent in reading short Spanish stories and standard classics. Composition and conversation will be begun from the beginning. Credit 5 hours.

Texts: Spanish Grammar, Espinosa and Allen; Classics, selected.

**102. Second Year Spanish**—The year will be spent in reading the best modern novels and plays. Composition and conversation will be emphasized throughout the course. Credit 4 hours.

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### PHYSICAL EDUCATION.

#### Courses for Girls.

**101.** The aim of this department is to improve the efficiency of the students by establishing a good physical foundation for mental activities, and to furnish them with practical ideas as to



intelligent teaching of school-room gymnastics and the supervision of play out-of-doors.

**102. Gymnastics I**—A course in tactics and elementary exercises for general bodily development.

**103. Gymnastics II**—An advanced course, including marching, rhythmic exercises, co-ordination of movements, use of wands, dumb-bells and Indian Clubs.

**104. Games and Play**—A Normal course. Instructions in the basic principles of play and actual playing of games; teaching of suitable games in the grades.

**105. Folk Dancing**—A study of typical folk dances of the leading countries.

**106. Methods in Physical Education.**

**107. Athletics**—Basket ball, tennis, volley ball and base ball.

#### **Courses for Men.**

**101. Gymnastics**—Marching and drills; Calisthenics; indoor and outdoor games.

**102. Athletics**—Throughout the year. Football, basket ball, tennis, base ball, track and field work.

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### **COMMERCIAL DEPARTMENT.**

Business training will always prove a stepping stone. The need of the hour is thoroughly equipped students for business pursuits. To this end the following courses will be taught in this department:

#### **COURSES.**

Bookkeeping, Shorthand, Penning,  
Higher Accounting  
Civil Service

#### **Individual Instruction.**

No student will be held back on the account of another. Students taking any one of the courses hereinafter mentioned will be expected to remain until located or shows that he or she is competent to fill a position.

### **THE SOLDIER.**

The returned soldier preparing for useful vocation would not

make a mistake to correspond with the President or Dean concerning one of these courses.

### Commercial Course

Bookkeeping

Commercial Law

Commercial Arithmetic

Commercial Georgraph

Commercial Correspondence

Rapid Calculation

Business Penmanship

Typewriting

Spelling

Filing

### Phonographic Course

Shorthand

Spelling

Correspondence

Typewriting

Penmanship

Filing

### Penning Course

Engrossing

Sketching

Lettering

Letter Raising

Card Writing

Blackboard Writing

Flourishing

Newspaper Drawing

### Higher Accounting

Commission, Manufacturing, Corporation, Wholesaling,  
Railroading, Real Estate, Banking.

### Civil Service

Rural Carrier, Clerk Carrier, Railway Mail Clerk

An extra fee of \$3.00 per month is charged for any one of the above courses.

### Books and Stationery.

The estimated cost of books and stationery in Bookkeeping,

Higher Accounting need not exceed.....	\$10.50
Shorthand ... ..	8.50
Penning - .. ..	7.50
Civil Service .. ..	5.50

### WHEN TO ENTER.

Students should enter at the beginning of the session. However, any student may enter at any time during the year. The average student can complete any one of the courses in six or eight months. This will depend, however, upon his or her application, previous training as well as the time spent in the department.

Graduates of accredited High School are admitted without examination. All others must have the approval of the President.

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### MUSIC DEPARTMENT.

The work of the music department embraces a complete course of study in piano, voice, violin, orchestral, instrumental, harmony, counterpart and composition. It is impossible to state definitely the exact time required for the completion of any one course, as it varies in proportion to the ability of the pupil. In music the periods are as follows:

The Teacher's Course requires from one to two years after completing the preparatory course. Students completing this course will be granted a Teacher's Certificate. The Collegiate Course requires from one to two years after completing the Teacher's Course and students graduating from this course will be granted a Diploma.

The Post-Graduate Course requires from one to two years after completing the Collegiate Course. The degree of Bachelor of Music will be conferred upon students completing this course.

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### PREPARATORY COURSE.

**Grade I:** The studies used in this course are: Principles of piano Technique, Finger exercises, scales, studies, rudiments of music, hand culture and notation. Studies: Lambert's, Cresby Adams, Jessie Gaynor, Sonatinas, Gualitt op. 190 Loeschhorn, Kuhlau, Concone Burgmuller and Heller.

**Grade II:** Scales, chromatics, major and minor. Hanon Virtuoso for technique. Studies: Kroeger, "Expansions and Contractions." Bach Little preludes, Czerny, Sonatinas of Clementi-Beethoven Sonatas of Mozart-Hayden: pieces by Schumann, Heller, Mozart, Hayden, Bach, Godard.

**First Year:** Scales, major-minor in thirds, sixths, tenths, arpeggio, Double thirds, octaves, Studies by Czerny, Crammer, Cle-

menti "Two-part Inventions." Sonata of Haydn. Beethoven Mozart pieces. Tschkowsky, Moszkowski, Grieg, MacDowell, Leschetizky, Chaminade, Henslet.

**Second Year:** Scales Studies: Czerny, op. 740; Clementi, "Gradus ad Parnassum." Chopin, Octave studies Kullak, Bach "Three-part Inventions." Pieces and sonatas by Beethoven, Chopin, Liszt, Debussy, Cyril Scott, Glazounow Grieg, Bach, Henslet, etc.

**Third Year:** Studies: Czerny, Clementi, Gradus ad Parnassum." Bach preludes and Fugues, pieces and sonatas by Mac Dowell, Brahms, Chopin, Schuman. Concertos by Saint-Saens.

**Fourth Year:** Studies: Clementi. Paganini-Liszt, Bach, Well Tempered Clavichord, etc. Concertos, sonatas—pieces by Beethoven, Brahms, Tschaikowsky, Saint-Saen, Debussy, Ravel, Rimsky-Korsakoff, Rubinstein.

(Post-Graduate): Studies: Chopin, Liszt, Paganini, Bach, Brahms, Concertos, sonatas and pieces by Bach, Ravel, Debussy, Rubinstein.

## VOICE.

**First Year:** Preparatory Course—Tone production, tone placement, correct breathing, grace of carriage, standard vocal studies as are required, selections of songs from the best French, Italian, English and American composers.

**Second Year:** Vocalization, diction, better breath control, more volume of tone; scales, phrasing, stage presence, poise, musical interpretations—in fact, every detail which in any way adds to the efficiency of the singer.

**Third Year:** Vocalists—Panofka, Concone, opus 9. Marchesi, Bordogni, Vaccai. Songs: French, English, German, Italian.

**Fourth Year:** More difficult studies: solos from the standard oratorios and operas. Those taking this course must be able to play accompaniments and read at sight. They must also have completed the full course in History of Music and the first four periods of Theory.

**Fifth Year:** Bachelor of Music—Continuation of study for complete mastery of vocal art. This course prepares those for artistic singing in concert work and those who wish to become teachers of singing.

## VIOLIN.

Lincoln University Violin Department offers not only a special course in violin instruments, but lessons on the Mandolin and



Guitar are also given, together with the application of all string instruments. Those in the department are encouraged in ensemble work in its various forms; duets, trio, etc., as well as entrance into the Orchestra and Mandolin Club.

The course in Violin instruction covers the following work: Holman School of Violin technique is used in bowing and fingering and applied to scales, arpeggios, octaves, thirds, sixths and tenths. C. H. Hemmings, Danola, Otto Langles, Kreutzer studies are also used. Mendelssohn and Fritz Kreisler works are used for solo work. Classes in sight reading and ensemble playing for tone and accuracy. Special attention is given to the training of children and development of temperament and artistic style. An extra fee of \$2.00 per month is charged for the course.

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#### HOME NURSING DEPARTMENT.

**First Year:** The following topics are studied during the first year: Bed making, the different kinds of baths, hygiene of the sick room, first aid to the injured, bandaging and the like.

**Second Year:** Methods of handling weights and measures, infectious diseases, fevers, how to read and report symptoms, care of infants and children, disinfectants and diets.

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#### DEPARTMENT OF MECHANIC ARTS.

The following trades are taught: Auto-Mechanics, Blacksmithing, Woodwork, Shoe making, Tailoring.

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#### MECHANICAL DRAWING.

**Mechanical Drawing I:** Names and use of instruments, lettering; geometrical drawing and introduction to shop drawing.

**Mechanical Drawing II:** A continuation of course I, giving practice in orthographic projection of more complicated objects and surface developments, sections, isometric drawing and cabinet projections and some plates of practical drawings of machine parts.

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#### WOODWORKING.

**Woodworking I:** A course in tool technique, with special emphasis upon the use and care of the tools.

**Woodworking II:** The principles of joinery as applied in



simple cabinet work. Wood finishing and practical work in furniture repairs.

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### CABINET MAKING.

**Cabinet Making I:** The designing and construction of simple furniture, with emphasis upon the proportions and standard sizes of different types.

**Cabinet Making II:** A study of period styles of furniture and the construction of an article of period furniture; brief history of manual training, the equipment of a woodworking room and formulation of a course of study.

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### WOODTURNING.

**Wood Turning I:** Use of the guage, calipers, round nose, parting tool and skew during work on the face plate and spindle; and the relation of the turning lathe to that the pattern makes.

**Advanced Wood Turning:** A continuation of the above course, giving further study to the lathe and its uses, including problems in face plate, chuck work and hollow turning.

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### SHOEMAKING.

The course in shoe making covers a period of two scholastic years, and certificates will be given to the students who successfully complete this course.

#### First Year.

**First Semester:** Draughting, cutting and fitting uppers. The study and preparation of sole leather, repairing shoes; welts, McKays and turns. Students will be given instructions by hand in order to give thorough knowledge of the trade, but emphasis is placed on repairing by machinery. Text books will be used in studying and demonstrating all parts of machinery used to enable students to become expert operators.

**Second Semester:** Special emphasis is placed on operation of machinery. All kinds of repairing will be done. The instructor will arrange for classes to visit the different repairing establishments in the city. Bottoming, new work. Theory classes, lectures will be given throughout the course.

#### Second Year.

**First Semester:** Draughting, cutting and fitting uppers.

Students will be given an opportunity to make shoes for themselves, as well as for teachers and students of the Institution, Emphasis will be placed on the process of manufacturing. The study of sole leather, upper leather, dyes. Classes will be taken into the various shoe factories to study methods of manufacturing, and the different models and makes of machinery used.

**Second Semester:** A review of the work covered. Helpful hints, emphasizing shoe repairing. Dying, tanning and manufacturing will be carefully studied in an effort to arouse and awaken the students to the great possibilities before them. Text books will be used treating all branches.

During this semester lectures will treat on the operation of business, winning and holding customers, etc.

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### TAILORING.

**First Term:** Care of the shop; position of board; practice in the use of needle and thimble in basting; backstitching, felling, serging and the size of needles for the various stitching.

Button holes of French, narrow and English broad; pocket tacking with bars and crowfeet; tacking linings with herring bone, chain stitching with many other fancy stitches. Method and style of sewing on buttons, beginning, cleaning and pressing. Naming of tools, etc.

**Second Term:** Review of previous work. Simple work in busheling, setting several styles of patches and darning by hand and machine; cleaning and pressing of garments; studies in the chemistry of cleaning, machine practice, the regulation of its care; theory classes onmaking trousers; the pockets and other parts of trousers.

### Second Year.

.....**First Term:** Joining and shaping of trousers; overall pant making; artistic machine stitching in finishing; altering garments to produce the desired effect.

**Second Term:** Making vest pockets; edge stay fitting and holding edge collar and lapel padding; plain and fancy vest sewing; theory in double vested breast making with and without collars. Review covering all work taken in. Trade talks.

### Third Year.

#### Post-Graduate and Special Course.

**First Term:** Joining and shaping of trousers; overall pant double-breasted coats to try-on, fitting, taking measures and draft-

ingtrousers. Drafting pants, vests, coats, collars and fronts for overcoats.

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### THE AUTOMOBILE DIVISION.

This course is designed to give the student a thorough knowledge of the automobile. After the completion of the course the student is able to do all the repairing necessary to keep a car in good running condition.

The course consists of the study of the gas engine, crank shafts, connection rods, pistons and piston rings, the care of the spark plugs, correct way of installing spark plugs. How to obtain the right compression in the cylinders; locating and removing knocks in the engine; the proper lubricating of the engine car; the proper care of the carburetor; the adjusting and proper care of the carburetor; proper timing of the valves; the timing of the ignition; study of the different ignition used on cars.

During the entire course lectures are given on the whole of the car, rules of the road, correct position to maintain at the steering wheel, the different speeds and how to make the proper shifts, road repairing of tires, emergency devices used on the road. A complete study is made on the troubles of the engine, clutches and carburetors.

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### THE BLACKSMITH DIVISION.

The course in blacksmithing consists of developing mechanics to do the work required in the modern shops today. The automobile has replaced the wagon and buggy to a great extent, but the work of a first class blacksmith is necessary, in order to do the work connected with auto repairs. Every student taking Auto Mechanics is required to do the following before he is granted a certificate from the Automobile department:

1. Name and use of the blacksmithing tools and appliances.
2. Care and use of the forge.
3. Building fires and the kind of fires for each process, welding, binding, twisting, and the temperature of iron and steel.

4. Making and tempting chisels, hammers, screw-drivers, etc., mechanism of the car, rules of the road, correct position to maintain at the steering wheel, the different speeds and how to make the proper shifts, road repairing of tires, emergency devices used

on the road. A complete study is made on the troubles of the engine, clutches and carburetors.

mending and care in handling iron, setting, auto springs; preparing iron for the following welds: lop weld, dove tail, butt weld and V weld.

In connection with the repair of automobiles the student is taught how to fill an automobile wheel and make and put on tires. A study is made of the different grades of iron in order to acquaint the student of the right kind of iron or steel used for the various parts of a car or wagon. This course runs through two years. The student is taught from drawings. Theory classes extend throughout the entire course.

### HIGH SCHOOL DEPARTMENT.

The High School Department covers four years of secondary work.

There are four high school courses four years in length. Students will be registered for one of the courses.

To be admitted to the Freshman High School Class, students must have completed the eighth grade work of the public school or its equivalent. Students for advanced standing will be required to present a certified record of the work done in the school from which they come or pass examination in subjects already pursued by students in the class to which they desire admission.

The High School is divided into two semesters. Each student carries four subjects at any one time and recites five times a week in each subject.

For graduation sixteen units of work must be satisfactorily completed. A diploma will be granted to those who complete the course.



# *Courses of Study*

## COLLEGE PREPARATORY.

### First Year.

#### First Year.

English I	1 unit
Algebra I	1 unit
Foreign Language	1 unit
Elective	1 unit

#### Second Year.

English II	1 unit
Plane Geometry	1 unit
Foreign Language	1 unit
Elective	1 unit

#### Third Year.

English	1 unit
Physics	1 unit
Algebra I	$\frac{1}{2}$ unit
Elective	$1\frac{1}{2}$ unit

#### Fourth Year.

English	1 unit
American History	1 unit
Elective	2 unit

## HOME ECONOMICS.

#### First Year.

English	1 unit
Algebra I	1 unit
Home Economics	1 unit
General Science	1 unit

#### Second Year.

English	1 unit
Home Economics	1 unit
Physiology and Hygiene	1 unit
Elective	1 unit

#### Third Year.

English	1 unit
Home Economic	1 unit
Plane Geometry	1 unit
Elective	1 unit

#### Fourth Year.

English	1 unit
Chemistry	1 unit
Home Economics	1 unit
Elective	1 unit

## COMMERCIAL COURSE.

#### First Year.

English	1 unit
Algebra I	1 unit
General Science	1 unit
Penmanship	$\frac{1}{2}$ unit
Spelling	$\frac{1}{2}$ unit

#### Second Year.

English	1 unit
Bookkeeping	1 unit
Commercial Arithmetic	1 unit
Commercial Geograph	$\frac{1}{2}$ unit
Commercial Language	$\frac{1}{2}$ unit

#### Third Year.

English	1 unit
Shorthand	1 unit
Typewriting	1 unit
Elective	1 unit

#### Fourth Year.

English	1 unit
Shorthand	1 unit
Typewriting	1 unit
Elective	1 unit





The Ranking Scholars



## MANUAL ART.

## First Year.

English	1 unit
Algebra I	1 unit
General Science	1 unit
Mechanical Drawing	$\frac{1}{2}$ unit
Manual Training	$\frac{1}{2}$ unit

## Second Year.

English	1 unit
Plane Geometry	1 unit
Mechanical Drawing	$\frac{1}{2}$ unit
Manual Training	$\frac{1}{2}$ unit
Elective	1 unit

## Third Year.

English	1 unit
Physics	1 unit
Mechanical Drawing	$\frac{1}{2}$ unit
Manual Training	$\frac{1}{2}$ unit
Elective	1 unit

## Fourth Year.

English	1 unit
Manual Training	$\frac{1}{2}$ unit
Mechanical Drawing	$\frac{1}{2}$ unit
Elective	2 unit

## NOTE:

All students are required to take Physical Education.

No credit is allowed in any language for less than two units of work.

No credit is allowed in Bookkeeping, Shorthand, or Typewriting for less than a unit of work.

No subject may be taken before the usual prerequisites to that subject has been taken.

# *Description of Courses*

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## AGRICULTURE.

**Agriculture:** A general knowledge of the fundamental principles underlying the best agricultural practice of the present day. Application of these principles to local conditions as revealed by a careful study of them in Missouri. Text books, bulletins, lectures, recitations and laboratory work. Soils, plants, propagation, cereal crop, forage crops, farm animals, dairying, plant diseases and kindred subjects to be formed in a general course in Agriculture. Credit 1 unit.

## ART.

**Art I:** Beginning with elementary free-hand drawing and progressing to more advanced work in outline, relief, light and shade, taken from life, casts, nature drawing, sketching, and perspective in its application to interior and exterior. Media: pencil, charcoal, crayon, pen and ink, water color, tempora and pastel. Credit  $\frac{1}{4}$  unit.

**Art II:** Drawing from costume model, with students in the class selected as models. Media: charcoal, pencil, water color and pastel. Credit  $\frac{1}{4}$  unit.

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## COMMERCE.

**1. Business Arithmetic:** A review of the principles and operations of arithmetic encountered in actual business. Credit  $\frac{1}{4}$  unit.

**2. Typewriting:** Mastery of the key board by touch method. The student is given a series of exercises in writing words and sentences and business letters. Special attention is placed upon speed and accuracy. Credit  $\frac{1}{2}$  unit.

**3. Bookkeeping I:** The elementary principles of bookkeeping are studied; the keeping of accounts, cash, debit and credit. Special emphasis is placed on the opening and closing of accounts and in making trial balances and statements. Credit 1 unit.

**4. Bookkeeping II:** Prerequisite bookkeeping I. Study of the principles and procedure of a large business. Credit  $\frac{1}{2}$  unit.

**5. Penmanship:** The aim of this course is to teach the stu-

dent the proper position of holding the pen, the arm movement and how to write a rapid and legible hand. Credit  $\frac{1}{2}$  unit.

**6. Commercial Geography:** A study of commercial industries along the line of the four prime wants of man: food, clothing, shelter and transportation. Credit  $\frac{1}{2}$  unit.

**7. Stenography I:** Mastery of principles is the aim of this course. Special attention is given to correct formation of character and outlines, and constant drills in reading and shorthand notes. Credit 1 unit.

**8. Stenography II:** Development of dictation and transcription speed. Credit  $\frac{1}{2}$  unit.

**9. Commercial Law:** The aim of this course is to acquaint the students with the important points of business law that they may be able to avoid making mistakes from a lack of legal knowledge. Credit  $\frac{1}{2}$  unit.

**10. Business Methods:** This course gives a thorough drill in business English, spelling, letter writing, use of the adding machine, etc. Credit  $\frac{1}{2}$  unit.

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### DOMESTIC ART.

**Sewing I: Elementary Sewing:** History of implements used in sewing; methods of using scissors and needles, thread and thimble and tape measure; study of construction of material; fundamental stitches used in hand sewing and their application to simple garments and household articles; care and use of sewing machine. Credit 1 unit.

**Sewing II: Advanced Sewing:** The use of the drafted and commercial patterns; hand and machine sewing; taking measures; cutting, fitting. Emphasis is placed on artistic and skillful hand-sewing and the application of the principles of design. Credit 1 unit.

**Sewing III: Elementary Dressmaking:** Careful study of appropriate cotton and linen fabrics; study of purpose; selection of design adapted to purpose; selection of materials adapted to purpose, construction, calculation of cost, scoring and comparison of quality and price with those of the ready-made garment. Planning and making of cotton or linen dress. Credit 1 unit.

**Sewing IV: Art Needlework:** Simple stitches used in embroidery; forms of artistic and fancy stitching used for the finishing and decoration of clothing and house furnishings; various ways



of padding and outlining and their application. French embroidery, smocking, tatting, knitting and crocheting. Credit 1 unit.

### DOMESTIC SCIENCE.

**Cookery I:** Study of fuels and combustion, coal and gas range, fireless cooker, dish washing, measurements. Study of food value, digestion, and cooking of foods rich in carbonhydrates, mineral matter, water and protein. Credit 1 unit.

**Cookery II:** Salad making; quick breau. Leavening agents and their action; proportions used. Yeast bread, cake making. Credit 1 unit.

**Cookery III.** Frozen Deserts; fats; pastry. Study of meat, fish and poultry. Credit 1 unit.

**Cookery IV:** Preservation of food—Drying fruit and vegetables, canning by the various methods. Making preserves, jellies, pickles, etc. Table service. Food combinations; marketing. Serving of meals.

### ENGLISH.

#### 1. English I: 1 unit

Grammar (2-5) Composition (1-5)

This course consists of intensive study of grammar and frequent oral and written composition, at least one narrative theme a week. Special emphasis is placed upon spelling and punctuation and the proper forms of letter writing.

Literature (2-5)

The following books will be ready for study:

The Sketch Book, by Washington Irving.

The Gold Bug, Edgar Allen Poe.

Christmas Carol, Charles Dickens.

For outside reading select **any** five of the following, upon which written and oral reports will be made and credits given:

Bible, Old Testament Stories.

Cooper, The Last of the Mohicans.

Kipling, Kim.

Dickens, The Tale of Two Cities.

Mark Twain, Huckleberry Finn.

Poe, Selected Tales.

Rice, Mrs. Wiggs of the Cabbage Patch.

Stevenson, Kidnapped.

Wiggins, Rebecca of Sunnybrook Farm.

**2. English II:**

1 unit

**Composition and Rhetoric ( $\frac{1}{2}$ )**

The principles of Rhetoric must be thoroughly mastered in the second and third years. Much practice is given in written and oral composition. The Literature will furnish material for description and narration.

**Literature ( $\frac{1}{2}$ )**

The following classics will be studied in connection with the course in Rhetoric:

Ancient Mariner, Coleridge.

The Merchant of Venice, Shakespeare.

Ivanhoe, Scott.

The Deserted Village, Goldsmith.

For outside reading select any of the following:

Bible, Esther and Ruth.

Blackmore, Lorna Doone.

Bunyan, Pilgrim's Progress.

Dickens, David Copperfield.

Hale, The Man Without a Country.

Kipling, Captains Courageous.

Mark Twain, Prince and Pauper.

Scott, Kenilworth.

Warner, Being a Boy.

**3. English III:**

1 unit

**Composition and Rhetoric (2-5)**

Here the course in Rhetoric is completed. A number of long themes illustrating the use of description, narration, exposition and argumentation are written, examined and re-written. Every student will be required to write and memorize for public delivery a short oration or declamation. The following classics will be very carefully studied with the work in Rhetoric:

Sir Roger DeCoverly Papers, Addison.

Silas Marner, Elliott.

Golden Treasury II, Palgrave.

Julius Caesar, Shakespeare.

Selections from Speeches and Letters, Lincoln.

For outside reading select any five of the following:

Bible, Genesis, Joshua, Judges.

Dana, Two Years Before the Mast.

Goldsmith, The Vicar of Wakefield.

Hawthorne, *The House of Seven Gables*.

Hughes, *Tom Brown's School Days*.

Scott, *Quentin Durward*.

Seton, *The Trail of the Sandhill Stag*.

Text:

#### 4. English IV:

##### Composition ( $\frac{1}{2}$ )

Composition in this course consists of written addresses, extempore speaking, debates, both oral and written. Long narratives, sustained description and personal sketches. One recitation a week is devoted to Public Speaking.

##### History and literature (1-5)

A general review of the history of English Literature will be made with a view of clearly grasping and appreciating the spirit of each literary period.

Text: Long, *Outline of English Literature*.

##### Literature (3-5)

The following classics will be studied:

Minor Poems, Milton.

Essays on Burns, Carlyle.

Sesame and Lillies, Ruskin.

Macbeth, Shakespeare.

Farewell Address, Washington.

For outside reading select any five of the following:

Austen, *Pride and Prejudice*.

Eggleson, *The Hoosier Schoolmaster*.

Eliot, *Romola*.

Kingsly, *Westward Ho*.

Holmes, *The Autocrat of the Breakfast Table*.

Parkman, *The Oregon Trail*.

Shakespeare, *As You Like It*.

Wright, *The Shepherd of the Hills*.

Van Dyke, *The Blue Flower*. Credit 1 unit.

## HISTORY.

1. **Ancient History**—The course in ancient history will consist of a study of ancient oriental peoples, the civilization of Africa, Greece and Rome. The differences and clashes of these civilizations will be given special consideration and an effort will be made to point out their influence on modern civilization.

Text: West's *Ancient History*. Credit 1 unit.

2. **Mediaeval and Modern History**—Beginning with the em-

pire of Charlemange, the various changes in the church during the Middle Ages are studied. The two great movements, the Renaissance and the Reformation are compared and their influence on existing institutions and schools of thought is shown. The old regime, the French revolution and the establishment of the various countries in Europe, and the industrial revolution are studied. The course ends with a consideration of the advancement made during the 19th century in society, science, education, and religion, and the important movements of the 20th century. Credit 1 unit.

Text: Harding's New Mediaeval and Modern History.

**3. American History**—This course gives a general history of the American people from the discovery of the new world to the present. Special emphasis is laid upon the principles underlying the development of the American people. Credit 1 unit.

Text: Muzzy's American History.

**4. American Negro History**—Required of the students of the third year high school. The slave regime, its causes, its aims and its results will be carefully considered. The history of the Negro in the new republic since the Civil War will constitute the major part of this course. Credit 1 unit.

Text: Brawley's History of the Negro will be used as an outline

**5. Civics**—This course begins with a study of the United States' constitution. The various branches of the government are considered as organized and operated under the constitution. Students will be required to do some collateral reading and report on assigned topics. The course will close with a rapid survey of the government of Missouri as an example of state government. Credit  $\frac{1}{2}$  unit.

Text: Boynton's Civics.

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## LATIN.

**Latin I: Elementary Latin**—The work in this course will consist in a complete mastery of the fundamentals of the Latin language. The aim is to show the influence of Latin upon English as well as to lay a firm foundation for further study in the language. The reading of continuous discourse will be begun from the beginning. Maps, essays and lectures on the Roman language will constitute a part of this course. Credit 1 unit.

Text: Pearson's Essentials of Latin.

**Latin II: Casear**—Four books of Caesar's Gallic War will be studied. Latin composition one hour a week. Special stress will be placed upon the subjunctive. The history of Roman imperial-



ism in its relation to the conquest and pacification of Gaul will form an important feature in this course. The political and descriptive geography will receive careful attention in the campaigning of Caesar there. Credit 1 unit.

Text: Bennett's Caesar's Gallic War; Bennett's New Latin Composition; Latin Subjunctive Syntax.

**Latin III:** Cicero—Cicero's four orations against Catalins and the Manillian Law with the oration for Archias will be read. Latin composition one hour a week. The political and social history of Rome will be given close study and subjects for investigation and report will be assigned each student. Credit 1 unit.

Text: Bennett's Cicero's Selected orations; Bennett's New Latin Composition; Latin Subjunctive Syntax.

**Latin IV:** Virgil—Six books of Virgil's Aeneid will be read. Latin versefication one hour a week with study in Roman Mythology. Notable passages in the great epics of ancient and modern Europe will be compared. Credit 1 unit.

Texts: Bennett's Virgil's Aeneid; Roman Mythology and Versefication.

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## MATHEMATICS.

1. **Algebra I:** Required of all students of the first year High School. In this course, emphasis is placed upon clear algebraic expressions both in symbols and language, clear mathematical thinking, accuracy and rapidity in the mechanical operation, and care in checking the results. Through simultaneous equations. Credit 1 unit.

2. **Plane Geometry:** In this course the early work is largely constructive, inductive and even intuitional leading gradually into rigorous and deductive thinking as the awakening mind feels need of it. Original demonstrations and practical applications form an important part of the work. Credit 1 unit.

Text: Hart and Feldman, Plane Geometry.

3. **Advanced Algebra:** This course centers around the quadratic equation. The subject is developed by a more formal process than would have been possible at an earlier stage. Many of the fundamental assumption and definitions of Algebra are examined. The factor theorem, radical, quadratics, proportion and progression receive the emphasis at this point. The graph is freely used thus connecting algebra and geometry. Credit  $\frac{1}{2}$  unit.

Text: Hawkes Luby and Touton, Second Course in Algebra.

4. **Solid Geometry:** In this course the student must have



completed Plane Geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, solve problems relating to the mensuration of polygons and circles. Credit  $\frac{1}{2}$  unit.

Text: Hart and Feldman.

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## MODERN FOREIGN LANGUAGES.

### French.

1. **Elementary French**—This course is designed to give the student accurate pronunciation, concise knowledge of the rudiments of French grammar, ability to understand simple conversation and read simple French. There will be much drill on verb forms. Credit 1 unit.

Texts: Frasier and Squair's Shorter Course. See Mms. for other books.

2. **Intermediate French**—The study of French grammar is continued with special drill upon all regular verbs and the subjunctive. Daily drill in pronunciation and the writing of French from dictation will be continued. Written and oral resumes of the text will be required. Credit 1 unit.

Texts: Frasier and Squair's French Grammar; Dumas' *La Tulipe Noire*, Halvey's *L'Abbe Constantine*, Merimee's *Colombia*; Moliere's *Bourgeois Gentilhomme*.

3. **Intermediate and Advanced French**—The work of this year includes the writing of simple original themes in French. Drill in pronunciation and dictation is continued. French composition and conversation. Credit 1 unit.

Texts: Hugo's *Les Miserables*; Hugo's *Hernani* or Cornelle's *Le Cid*; Francois' *Advanced Prose Composition*; Balzac's *Eugenie Grandet*; Dumas' *Les Trois Mosquetaire*.

4. **Advanced French**—A general survey of the history of French literature and short production of important authors will be read in connection with this survey. A French history will be used. Credit 1 unit.

Texts: Racine's *Athalie*; Buffum's *French Short Stories*; Rostand's *Cyrano de Bergerac*; Hugo's *Notre Dame De Paris*; Moliere's *L'Avare*; Fortier's *Histoire de la Litterature Francaise*.

### Spanish.

**Spanish I: Elementary Spanish**—During this course the aim will be to lay a good foundation for further study of Spanish.

The time will be spent in acquiring the grammatical principles of the language and in the reading of about 150 pages of prose aside from that found in the study of grammar proper. Credit 1 unit.

Texts: Hill and Ford, First Spanish Course; Fuentes and Francois' Trip to America; Meras and Roth's Pequeno Vacabulario.

**Spanish II: Intermediate Spanish**—Grammar will be review-Composition daily. The reading will be from books in literature, on commerce and science. Composition will be emphasized. About 300 pages of prose will be read. Credit 1 unit.

Texts: Viajando por Sud America, Albes; El Capitan Veneno, Alareon; Spanish-American Composition, Warshaw.

**Spanish III: Intermediate and Advanced Spanish**—The work of this year will be divided equally between literary, practical, and commercial subjects. Specific and free composition will be given a large portion of the time. Both Spanish and South American authors will be read. About 500 pages will be read. Credit 1 unit.

Texts: El Si de Las Ninas, Maratin; Don Quixote, Cervantes; Commercial Spanish, McHale; Spanish Newspapers.

**Spanish IV: Advanced Spanish**—This course will be largely a survey of Spanish Literature. Spanish magazines and journals will be read. The language of the class room will be Spanish. Credit 1 unit.

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## SCIENCE.

**I. Physics I: A course of study dealing with the leading elementary fact and of Physics.** The course of instruction includes (a) The study of an elementary text book for the purpose of obtaining a connected and comprehensive view of the subject. (b) Instruction by lecture table demonstration used for illustration of the facts and phenomena of Physics in their qualitative aspects and in their practical applications. (c) Individual laboratory work, consisting of experiments requiring double periods. The experiments performed are so distributed as to give a wide range of observation and practice. The exercises are chosen with a view to furnish illustrations of fundamental principles and their practical applications. Throughout the whole course, special atten-

tion is paid to the solution of numerical problems, requiring the use of the simple principles of Algebra and Geometry. Credit 1 unit.

Text: Carhart and Chute.

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### PHYSICAL GEOGRAPHY.

The course in geography includes the presentation of the most essential facts and principles of Physical Geography, which are studied in the class room and laboratory. Field trips are taken as a part of the laboratory work. Credit 1 unit.

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### PHYSIOLOGY.

A full course in descriptive physiology. Personal and public hygiene is stressed throughout the course. Credit 1 unit.

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### GENERAL SCIENCE.

The course comprises lectures, recitations, laboratory and field work. It is the aim to cover a wide field of science, with no attempt to unduly emphasize any of the special sciences. The subject matter is selected with a view to furnish general and useful scientific information.

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### BOTANY.

**Elementary Botany:** A study of the principal parts of plants; conditions necessary for the performance of their functions; plant composition and structure, and the determination of species. Credit 1 unit. Text: Element of Botany.

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### BIOLOGY.

**Biology I:** This course gives the student a real conception of a few principles of animal and plant life and their relations to their surroundings, and to each other, nature of nutrition, growth and reproduction. A study of animals and plants. Much time is given to local species and their economic values. Credit 1 unit.

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### CHEMISTRY.

The instruction offered in Elementary Chemistry is intended

to include the subject matter as outlined in a standard text book of high school grade.

**Method:** The course will consist of lectures and demonstrations by the instructor and recitations and laboratory work by the pupil. Two periods per week of 110 minutes each will be used for the laboratory practice. Credit 1 unit.

**Text book:** McPherson and Henderson's "Elementary Chemistry" with manual.

### THE ELEMENTARY SCHOOL.

The training school has eight grades corresponding to the grades of the elementary schools of the state. The first five grades are taught in the Model School and the three upper grades, the B, C, D Preparatory classes, are taught in the main building.

The pupils of the upper grades, B, C, D Preparatory classes, for the most part, are pupils who come to the University from sections where the grading is very low and are not able to meet the entrance requirements of the high school department.

The regular work of the school is systematically supervised by trained and experienced teachers: They are responsible for the progress of the pupils and the training of the student teachers.

The purpose of the training school is to give the students of the Educational Department actual experience in solving the various problems which confront the teachers. The student teachers is placed in charge of a class and is held responsible for the discipline as well as the teaching.

### PREPARATORY COURSE.

B Preparatory	C Preparatory	D Preparatory
Grammar	Grammar	Grammar
Reading and spelling	Arithmetic	Arithmetic
Reading and Spelling	Geography	Geography
U. S. Hist. & Civics	Reading and Spelling	Reading and Spelling
Physiology & Hygiene	Writing and Drawing	Writing and Drawing
Gymnastics	Gymnastics	Gymnastics
Music	Music	Music









Champions 1920-21

# Graduates 1921

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## BACHELOR OF PEDAGOGY (Sixty Hour Course.)

Anderson, Mabel B.....	Kansas City
Banks, Annabelle .....	Chillicothe
Bragg, Margaret ... ..	Fulton
Britton, Coozie ... ..	Palmyra
Carter, Hattie .....	Poplar Bluff
Carter, James .....	Holt Summit
Garner, Alena .....	Rosedale, Kans.
Johnson, Elmer .....	St. Louis
Johnson, George .....	Lenapah, Okla.
Lunderman, Marion C.....	Paducah, Ky.
Lynes, Maude M. ....	Fulton
Monroe, Dorothy Bell .....	Blackwater
Moore, Beatrice ... ..	Sedalia
Oliver, Helen O.....	Cape Girardeau
Redd, Ruth .....	Kansas City
Riggs, Gertrude L. ....	Otterville
Simpson, Carrie V. ....	Warrensburg
Smith, Elzy .....	St. Mary's
Weathers, Etta Belle.....	St. Louis

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## GRADUATES FROM THE THIRTY HOUR COURSE.

Aitch, Ethel - .....	Union
Beatty, Adell .....	Jefferson City
Crosswhite, Eula L. ....	Columbia
Majors, Willive .....	Jacksonville, Ill.
Miller, Helen L.....	Kansas City
Riggs, Julia - .....	Richmond
Roberts, Mary K.....	Jefferson City
Scruggs, Bernice E.....	Jefferson City
Shelby, Octavia - .....	Columbia

White, Corrine .....	Nowata, Okla.
White, Lerlene .....	Nowata, Okla.
Williams, Edith ..	Columbia

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### GRADUATES FROM THE HIGH SCHOOL DEPARTMENT.

Aitch, Alma Irene .....	Union
Berry, Julia - .....	Columbia
Boykins, Marie .....	Poplar Bluff
Cropp, Frances ... ..	Glasgow
Cropp, Willa ... ..	Glasgow
Evans, Edith .....	St. Joseph
Foster, Beverly - .....	Gilliam
Gravette, Bernard .....	Cape Girardeau
Jackson, Thelma G. ....	Chesterfield
King, Ruth A.....	Jefferson City
Lambert, Maurice .....	Cape Girardeau
Martin, Etha .....	Cape Girardeau
McKnight, Thelma .....	Parsons, Kan.
Nash, Alta, A. ....	Clinton
Peoples, Willie .....	Pittsburg, Kans.
Purkerson, Julia E. ....	Cameron
Ragland, Russell - .....	Paris
Washington, Ethel - .....	Columbia
Wilson, Raleigh .....	Boynton, Okla.

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### TRADE CERTIFICATES.

#### Carpentry.

Bush, Nathaniel ..	Independence
Brown, Hubert ...	Carthage
Johnson, George ..	Lenapah, Okla.

# Register of Students 1920-21

## SOPHOMORE COLLEGE.

Sutfield, Sidney ..... St. Louis

## FRESHMAN COLLEGE.

Buckner, Opal .. ..... Sedalia  
Dickerson, Hortense ..... Chickasha, Okla.  
Foster, Leroy ..... Chickasha, Okla.  
Goins, Virgil .. ..... Richmond  
Grant, John ..... St. Louis  
Hubbard, Eulalia ... ..... Sedalia  
Lee, Bishop A. .... Salisbury  
Stark, Cecil ..... Chickasha, Okla.  
Taylor, Louie E. J..... Muskogee, Okla.

## SENIOR NORMAL.

Anderson, Mabel B..... Kansas City  
Banks, Annabelle .. ..... Chillicothe  
Bragg, Margaret ... ..... Fulton  
Britton, Coozie .. ..... Palmyra  
Carter, Hattie ..... Poplar Bluff  
Carter, James ..... Holt Summit  
Garner, Alena ... ..... Rosedale, Kans.  
Johnson, Elmer ..... St. Louis  
Johnson, George ..... Lenapah, Okla.  
Lunderman, Marion C..... Paducah, Ky.  
Lynes, Mause - .. ..... Fulton  
Monroe, Dorothy Bell ..... Blackwater  
Moore Beatrice - ..... Sedalia  
Oliver, Helen O..... Cape Girardeau  
Redd, Ruth ..... Kansas City  
Riggs, Gertrude - ..... Otterville



Smith, Elzy R.....	St. Mary's
Weathers, Etta Belle.....	St. Louis

## JUNIOR NORMAL.

Aitch, Ethel ..	Union
Beatty, Adell ..	Jefferson City
Bolin, Bessie L.....	Ft. Smith, Ark.
Crosswhite, Eula L. ....	Columbia
Hicks, Lucile ..	Columbia
Majors, Willive ..	Jacksonville, Ill.
Miller, Helen L.....	Kansas City
Moore, Mary A.....	Jefferson City
Owens, Lela ..	Little Rock, Ark.
Riggs, Julia ..	Richmond
Roberts, Mary A.....	Jefferson City
Scruggs, Bernice E.....	Jefferson City
Shelby, Octavia ..	Columbia
Smith, Ethel ..	Columbia
Sneed, Lucile -	Columbia
White, Corinne ..	Nowata, Okla.
White, Lerlene ..	Nowata, Okla.
Williams, Edith ..	Columbia

## SENIOR HIGH.

Abington, Onward ..	Jefferson City
Aitch, Alma Irene ..	Union
Berry, Julia -	Columbia
Boykins, Marie ..	Poplar Bluff
Bradford, William ..	Montgomery City
Brooks, Earl -	Fulton
Cropp, Frances -	Glasgow
Cropp, Willa ..	Glasgow
Crosswhite, Bessie ..	Columbia
Douglas, Esque -	Hannibal
Evans, Edith ..	St. Joseph
Foster, Beverly ..	Gilliam
Gravette, Bernard ..	Cape Girardeau
Jackson, Thelma G. ....	Chesterfield
Johnson, Joel ..	Williamsburg
King, Ruth A.....	Jefferson City
Lambert, Maurice ..	Cape Girardeau
Martin, Etha -	Cape Girardeau
Martin, George ..	Louisiana
Martin, Merriweather -	Louisiana



McKnight, Thelma .....	Parsons, Kans
Nash, Alta A. ....	Clinton
Pearley, Seymour - .....	Liberty
Peoples, Willie .....	Petersburg, Kans.
Purkerson, Julia E. ....	Cameron
Ragland, Russell - .....	Paris
Sailes, Ethel - .....	Columbia
Smith, James B. ....	Kansas City
Washington, Ethel ..	Columbia
Wilson, Raleigh .....	Boynton, Okla.

## JUNIOR HIGH.

Aitch, Uncas ..	Union
Barnes, Harry ..	Hannibal
Bayne, Roscoe ..	Higby
Bennett, Ollie -	Fulton
Bostwick, Ina .....	Murphysboro, Ill.
Brown, Hubert -	Carthage
Carter, Nancy -	Moberly
Childers, Vera C. ....	Wagoner, Okla.
Davis, Harley .....	Nevada, Mo.
Davis, Lillian .....	Haskell, Okla.
Dorton, Frances .....	Jefferson City
Douglas, Fred ..	Eolia
Farris, Ellis .....	Murphysboro, Ill.
Gilbert, Irma D. ....	Coffeyville, Kans.
Haley, Leon H. ....	Canon City, Colo.
Hamilton, Everette ..	Marshall
Holdier, Margaret .....	La Grange
Johnson, Gladys V. ....	Warrensburg
Jones, Beatrice .....	Poplar Bluff
Kelly, John .....	Easley
Lindsay, Lillian ..	Joplin
McGee, Gussie Faye .....	Richmond
Moore, Josephine .....	Jefferson City
Moore, Viola .....	Jefferson City
Payne, Gladys .....	New Franklin, Mo.
Pearley, Allene -	Liberty
Pelly, Jaunita .....	Murphysboro, Ill.
Rainey, Iona ..	Wellsville
Robinett, Anna ..	Easley
Ross, Sadie -	Clayton
Smith, Fern .....	Poplar Bluff
Stewart, Eva .....	Detroit, Mich.
Sweets, N. Allen .....	Montrose

VanBuren, Maggie - .....	Fulton
Washington, Beulah - .....	Columbia
Wells, Norman .....	Tulsa, Okla.
Wells, Willie L.....	Kansas City

## SOPHOMORE HIGH.

Alexander, Thomas Rose.....	Los Angeles, Cal.
Alnutt, Mercedes ... ..	Chillicothe
Anderson, Mehitable .. ..	Warrensburg
Bailey, Gary L. ....	Huntsville
Bell, Tamar - .....	Independence
Brady, William R.....	De Soto
Burney, Cora ... ..	Carthage
Cassaday, Ella .. ..	Palmyra
Collins, Charles .....	Wybark, Okla.
Collins, Pearl .. ..	Wybark, Okla.
Collins, Clarence .....	Wybark, Okla.
Douglas, Simon .. ..	Eolia
Draper, Florence .....	Chicago, Ill.
Duncan, Charles ... ..	Clarksville
Edwards, Elizabeth .....	Chicago, Ill.
Farmer, Levanna .....	Jefferson City
Florence, Ellen ... ..	Shelbyville
Freeland, Patsy - .....	Marshall
Frye, Edward ... ..	Mexico
Gantt, Clarence .. ..	Liberty
Garnett, William .. ..	Mexico
Gibbs, Rebecca .. ..	Mexico
Grimes, Doretha .....	Topeka, Kans.
Hamm, Alberta .....	Boley, Okla.
Hardiman, Milton - .....	California
Harston, Della Mae .....	Moberly
Harris, Gertrude ... ..	Boonville
Harvey, Vactor ... ..	Nepton
Hawkins, Edna - .....	Edina
Hawkins, Helen .....	Shreveport, La.
Hawkins, Lena .....	Boley, Okla.
Hickman, Benj. O. ....	Lebanon
Hopson, Elizabeth .....	Blaines, Ill.
Hubbard, Norman - .....	Tipton
Jenkins, Boyd .....	St. Charles
Jones, Eddie .. ..	Springfield
Jones, Georgia - .....	Miami
Kelly, William .....	De Soto
Law, Willene .....	Chicago, Ill.

Lawrie, Pauline - .....	Independence
Leonard, Victoria .....	Boley, Okla.
Logan, Percy - .....	Fulton
McMinn, Lula .. .....	Festus
McNabbe, Johanna .....	St. Genevieve
Marion, Harry ... ..	Mexico
Martin, Ione .....	St. Louis
Nance, Ione .....	Alderson, Okla.
Parsons, Augustus .....	Jefferson City
Payne, Oletha - .....	Roanoke
Payne, Opal - .....	Roanoke
Payne, Portia .. .....	Roanoke
Perry, Homer .. .....	Fulton
Poindexter, Arthur .....	Okmulgee, Okla.
Poindexter, David - .....	Blackwater
Poston, Cornell .. .....	Fulton
Prowell, Warren .....	Canon City, Colo.
Ragland, Joseph .. .....	Paris
Range, Beatrice - .....	Canton
Reeves, Cleora .....	Boulder, Colo.
Reid, Willie .....	Tulahassee, Okla.
Robinson, Charles - .....	Liberty
Rogers, Olivia - .....	Festus
Saunders, Raymond ... ..	Chillicothe
Scott, Mildred .....	St. Louis
Settles, Hazel - .....	Mexico
Shumake, Lucile .....	McAllester, Okla.
Smith, Ivory .....	Monroe City
Smith, Willie .....	Jefferson City
Stewart, Julia .....	Detroit, Mich.
Terry, Adolph .. .....	Slater
Thompson, Martha .....	Pleasant Hill
Walton, James .....	Memphis, Tenn.
Watson, Josie .....	Wybark, Okla.
Williams, Leroy .....	St. Louis
Wilson, Callie .....	Knoxville, Tenn.
Winfrey, Blanche .. .....	Chillicothe

## FRESHMAN HIGH.

Alberty, Lillian .....	Wagoner, Okla.
Bagby, Herman .....	Muskogee, Okla.
Bland, George - .....	Joplin
Boyd, Elizabeth ... ..	Vandalia
Bruner, Newton .....	Boley, Okla.
Charles, Malinda .....	Boynton, Okla.

Christopher, Robert ...	Keytesville
Christopher, Lillian ...	Keytesville
Clark, Mamie .....	Porter, Okla.
Conner, Luther - .....	Armstrong
Cropp, Eva - .....	Glasgow
Davis, Charley - .....	DeSoto
Davis, John ... ..	Clarksville
Davis, Jeriah - .....	Eolia
Downs, Irene .....	Wagoner, Okla.
Downs, Estella .....	Wagoner, Okla.
Evans, Warner .....	Vernon, Okla.
Flemming, Gladston .....	St. Charles
Goins, Helen .. ..	Louisiana
Gooch, Hilda .. ..	Madison
Harris, Cozetta - .....	Commerce
Henderson, Wilma .....	Kansas City
Hemmitt, Geraldine .....	Sapulpa, Okla.
Holmes, Charles .....	Jefferson City
Howard, Helen - .....	Independence
Jamerson, Leora .....	Jefferson City
Johnson, Ruth - .....	Richmond
Jones, Nellie .....	Chicago, Ill.
Kendrick, Jewell .....	Chicago, Ill.
Laden, James .....	Kansas City
Lee, Millie .....	Jefferson City
Lewis, Wendell ... ..	Slater
McKinney, Tina .....	Taft, Okla.
McMinn, Charles - .....	Festus
Marshall, Allen .....	Muskogee, Okla.
Meade, Lillian ... ..	Marshall
Moore, Mae .. ..	Miami
Parker, Alice .....	St. Louis
Petty, Alverna - .....	Joplin
Peyton, Annie D.....	Monroe, La.
Rankins, Sidney .....	Jefferson City
Robinson, Othel - .....	Tipton
Ross, Hermoine .....	Wichita, Kans.
Simpson, Benjamin - .....	Warrensburg
Solomon, Matilda - .....	Joplin
Taylor, Maurine .....	Muskogee, Okla.
Thomas, Arthur ... ..	Fulton
Thompson, Stella .....	Pleasant Hill
Turner, William - .....	Easley
Wheeler, Laymont - .....	Elsberry



White, Josephine - .....	McBaine
Wilkerson, Lela .....	Pleasant Hill
Wright, Hester .. .....	Gilliam

**B PREPARATORY.**

Bazemore, Marion .....	Anniston, Ala.
Bolton, Catherine .....	Jefferson City
Borders, Weavers .....	Tulsa, Okla.
Burton, Roscoe .. .....	Keytesville
Carmichael, Bertram .. .....	Holden
Carmichael, Leo .. .....	Holden
Christopher, Helen - .....	Keytesville
Clark, Leonard .....	Chicago, Ill.
Cook, Marguerite .....	New Madrid
Connors, Thelma .....	Kansas City
Dibble, Maude ... .....	Glasgow
Dixon, William .....	Jefferson City
Edwards, Leroy .....	Muskogee, Okla.
Elmore, Vernie - .....	Warrenton
Euyart, Frank ... .....	Armstrong
Fowler, Mary .. .....	Pacific
Franklin, Stine .....	Haskell, Okla.
Green, Janie .. .....	Holden
Green, Louis .. .....	Holden
Harris, Sadie - .....	Madison
Harris, Helen .....	Webster Groves
Harrison, Leola .....	Haskell, Okla.
Harvey, Ferdinand - .....	Nepton
Holman, Harold - .....	Holden
Hudson, Vernon ... .....	Chicago
Humphrey, Frank .....	Clifton Hill
Hyde, Edith - .....	Keytesville
Jackson, Floyd .. .....	LaBelle
Johnson, Florence .. .....	Manchester
Jones, George .....	Chicago, Ill.
King, Margie - .....	Moberly
Lowe, Corrine - .....	Joplin
Lowe, Edna - .....	Joplin
Mayberry, Ethel .....	Jefferson City
Mayberry, Helen .....	Jefferson City
Miles, Moses - .....	Gallatin
Nelson, Allen .....	Collinston, La.
Ponds, Hannah .....	Wagoner, Okla.
Price, James .....	Bowling Green
Ramsey, Iantha - .....	Salisbury



Ramsey, Inez ..	Salisbury
Redd, Otho ..	Clarksville
Slater, Ethylene ..	Jefferson City
Teel, Beatrice ..	Spokane, Wash.
Thomas, Gweneth ..	Jefferson City
Trigg, Pearl ..	Jefferson City
Walker, Pauline G. ....	Minneapolis, Minn.
West, George ..	Boley, Okla.
White, Charles ..	Tacoma, Wash.
Young, Mildred - ..	Joplin

## C PREPARATORY.

Aldrich, Martha ..	Fort Gibson, Okla.
Barnett, Lucy ..	Tulahassee, Okla.
Beckham, Henry L ..	Chicago, Ill.
Boyce, Bertha ..	Muskogee, Okla.
Carr, Quillard ..	Chicago, Ill.
Carter, Raymond ..	Holt Summit
Claggett, James - ..	Lebanon
Clark, Edna ..	St. Louis
Damel, Arminta ..	Jefferson City
Davis, Mary Amy ..	Louisiana
Forest, Frances ..	Chicago, Ill.
Fulson, Catherine ..	Muskogee, Okla.
Gibson, Ervine ..	Detroit, Mich.
Gray, Alfred ..	Muskogee, Okla.
Hall, Robert ..	St. Louis, Mo.
Hance, Ellen ..	Chicago, Ill.
Hardie, Julian ..	Chicago, Ill.
Hardin, Edwin ..	St. Louis
Hardin, Thelma ..	St. Louis
Harlin, Ernestine ..	Choteau, Okla.
Hawkins, James ..	Boley, Okla.
Ingram, Margaret ..	Muskogee, Okla.
Harris, Vernon ..	Tulahassee, Okla.
Jamerson, Leroy ..	Jefferson City
Jones, James P ..	El Paso, Tex.
Johnson, Alonzo ..	Monroe, La.
Johnson, Floy - ..	Mexico
Johnson, Gladys M ..	Chicago, Ill.
Johnson, Lora ..	Lawrence, Kans.
Johnson, Nathalia ..	St. Louis
Lansdown, Albert Y ..	Jefferson City
LaPlant, Everee ..	St. Louis
Lewis, Melvin ..	Okmulgee, Okla.

Murphy, Willie .....	Wybark, Okla.
Ponds, Ruth .....	Wagoner, Okla.
Ramey, Mary   .....	Mexico
Richardson, Louise E.....	Jefferson City
Robinson, Vernie L. ....	Sikeston
Sexton, Lucile .....	Jefferson City
Slater, Ruby .....	Jefferson City
Solomon, Theodore - .....	Joplin
Stephens, Irma Lee .....	St. Louis
Turner, Emory .....	Alton, Ill.
Waiker, Beatrice .....	Minneapolis, Minn.
Warren, Elinor .....	St. Louis
Wells, Chas. - .....	Glasgow
Woods, Robert .. .....	Glasgow

## D PREPARATORY.

Collins, B. F. ....	Jefferson City
Cassady, Curtis .. ..	Joplin
Chainey, Elwood .....	Jefferson City
Calloway, Wendell .....	Jefferson City
Cody, Viola .....	St. Louis
Farris, George .....	Jefferson City
Hope, Daniel .....	Eufaula, Okla.
Irving, Rosetta - .....	Joplin
King, Virgie - .....	Moberly
Rose, Edmond .....	Jefferson City
Scott, Everdell .....	Webster Groves
Settles, Oliver .....	St. Louis
Thomas, Helen .....	Jefferson City
Turner, James .....	Jefferson City
Fort, Clifton .....	St. Louis
Thomas, Blanche .....	Rosedale, Kans.
Warren, Earl .....	Jefferson City
Wines, Gladys .....	St. Louis

## SPECIAL STUDENTS.

Donaldson, Christine - .....	Glasgow
Franklin, Rupert .....	Oskaloosa, Iowa

Freeman, Mattie - .....	Clinton
Gross, Ray .. .....	California
Hawkins, Elizabeth .....	St. Louis
Johnson, Gertrude .....	Jefferson City
Longdon, Estella .....	Jefferson City
Martin, Waide .. .....	Sedalia
Queen, Velma - .....	Hannibal

### VOCATIONAL SPECIALS.

Bibbs, Fred .....	Centralia, Ill.
Cooper, Marion .....	Kansas City, Kans.
Foster, Reuben - .....	Gilliam
Jones, Lucius .....	St. Louis
Jones, Vermo .....	Hutchinson, Kans.
January, Edward .....	Leavenworth, Kans.
Tyrus, John Thomas.....	Arrow Rock
Valley, Isaac .....	Girard, Kans.
Washington, Robert - .....	Columbia

### SUMMER SCHOOL.

Abington, Arvell .....	Jefferson City
Abington, T. Louise .....	St. Louis
Aitch, Alma I. ....	Union
Anthony, E. L.....	Jefferson City
Bibbs, Fred .....	Centralia, Ill.
Blue, Roxie .....	Poplar Bluff
Bradly, Lulu V.....	Chester, Ill.
Britton, Coozie .. ..	Palmyra
Broadus, Ruth .. ..	Fayette
Brown, Clotilde .. ..	Joplin
Bruner, Olia .....	Boley, Okla.
Bryant, Louisa .....	St. Louis
Burton, Henry W.....	Excelsior Springs
Clark, Mae - .....	Rolla
Clark, Reuben - .....	Troy
Collins, Pearl M. ....	Independence
Combs, Stella M. ....	Holden
Cooper, Edna C. ....	Trenton

Cooper, Marion M.....	Kansas City, Kans.
Damel, Carroll C.....	Jefferson City
Dant, Ella Belle .....	Hannibal
Davis, Mamie ... ..	Mexico
Douglas, B. H. ....	Mexico
Drake, Malinda .....	New London
Emory, Frank - .....	Bunceton
Fort, Clifton .....	St. Louis
Fields, Evlyn E. ....	Lexington
Goins, Virgil - .....	Richmond
Gooch, Hilda - .....	Madison
Goodall, Grace - .....	Louisiana
Green, Lillie A. ....	Lexington
Gregory, Tessie .....	Chicago, Ill.
Haley, Leon H.....	Canon City, Colo.
Hare, Sedalia .. ..	Sedalia
Hatcher, Lillian .. ..	Neosho
Harris, Cozetta .. ..	Commerce
Herderson, Leola M. ....	Nevada
Hyde, Helen F. ....	Keytesville
Johnson, Joel - .....	Williamsburg
Johnson, Opal Mae .....	Lexington
Johnson, Ottie Lee.....	Bowling Green
Jones, Lucius .....	St. Louis
Jones, Vermo .....	Hutchinson, Kans.
Johnson, Viola .. ..	Fulton
Jude, Ellis D.....	Oklahoma City, Okla.
King, Guy M.....	Jefferson City
Lane, Zephyr ... ..	Sedalia
La Plant, Everee .....	St. Louis
Ledbetter, Ardella - .....	Louisiana
Leonard, Victoria .....	Boley, Okla.
McKamey, Lukeal ... ..	Mexico
McKnight, Thelma .....	Parsons, Kans.
Matthews, Robena - .....	Festus
Millers, Reta D.....	Holliday, Mo.
Nelson, Edith E. ....	Herculaneum
Nelson, Katherine .. ..	Fulton



Nelson, Myrtle ..	Sedalia
Owens, Etta L. ....	Moberly
Palmer, Cleopatra ...	Washington
Pannell, Mattie .....	Jefferson City
Parson, Henry L.....	New Haven
Pheonix, Zylphia .....	Kansas City
Porter, Geraldine .....	Chicago, Ill.
Queen, Velma - .....	Hannibal
Richardson, Jaunita ...	Armstrong
Richardson, Samuel - ..	Armstrong
Scott, Eula .. .....	Fulton
Shelton, Gladys .. .....	Troy
Shumake, Lucile .....	McAllester, Okla.
Simpson, Carrie V. ....	Warrensburg
Simpson, Edna - .....	Warrensburg
Skillman, Dorothy ... ..	Dalton
Sylvester, Alma .....	Poplar Bluff
Smith, Ivory .....	Monroe City
Smith, Myrtle M. ....	Macon
Sutherlin, Sallie .....	Jefferson City
Sweets, Allen M. ....	Montrose
Tayes, Grant U. S.....	Jefferson City
Taylor, Rosa .....	Louisville, Ky.
Teel, Beatrice .....	Sponkane, Wash.
Thompson, Green W A.....	Ashly
Trumbo, Christine .....	Griggsville, Ill.
Viley, Ambrosia - .....	Huntsville
Walker, Nannie - .....	Lexington
Warren, Florida. - .....	Lexington
Weathers, Etta .....	St. Louis
White, Shirley .. .....	Huntsville
Wilhoit, Blanche .. .....	Curryville
Williams, Ella C. ....	Huntsville
Williams, Marie W. ....	Carthage
Willis, R. G. ....	Palmyra
Wilson, Alfred ... .....	Moberly
Wilson, Callie .....	Knoxville, Tenn.
Winfrey, Nannie - .....	Chillicothe



Workcuff, Irma	Lexington
White, Charles	Tacoma, Wash.
White, Fred	Tacoma, Wash.
White, Stanford	Tacoma, Wash.

## MODEL SCHOOL.

Abbott, Colette	Jefferson City
Abbott, Ruth	Jefferson City
Bazell, John	Chicago, Ill.
Baltimore, Benjamin	St. Louis
Brown, Katherine	Jefferson City
Badger, Vivian	Chicago, Ill.
Bolton, John H.	Jefferson City
Bayham, Florence	Jefferson City
Bayham, Howard	Jefferson City
Brown, Eugene	Jefferson City
Bratton, Ola	Chicago, Ill.
Branham, Willa Mae	Columbia
Brown, George	Jefferson City
Brown, Ruth	Jefferson City
Childs, Rosabelle	Jefferson City
Cole, Allia	Jefferson City
Cross, Malinda	Jefferson City
Cross, Monrovia	Jefferson City
Collins, Goler	Jefferson City
Clark, August	Jefferson City
Casey, Harry	St. Louis
Chaney, Roy	Cedar City
Davis, Victoria	Jefferson City
Davis, Lula	Jefferson City
English, F. Benjamin	Jefferson City
English, Grace	Jefferson City
English, Lavinia	Jefferson City
English, Fred	Jefferson City
English, Carl	Jefferson City
Ferguson, Geneva	Jefferson City
Gathright, Kerinet	Jefferson City
Hardin, Mary Ellen	Jefferson City

Holmes, Henrietta .....	Jefferson City
Holmes, Georgia .....	Jefferson City
Holmes, George W.....	Jefferson City
Hunt, Katherine .....	Jefferson City
Jackson, Rosa .....	St. Louis
Jackson, Myrtle .....	St. Louis
Jones, Sedalia .....	St. Louis
Jones, Mary .....	St. Louis
Jones, Elizabeth .....	Jefferson City
Johnson, Herbet .....	Jefferson City
Johnson, Dorothy .....	Jefferson City
Jamerson, Robert .....	Jefferson City
Lansdown, Gerald .....	Jefferson City
Logan, Clifford .....	Jefferson City
Mooreman, Marcus .....	St. Louis
Monroe, Harold .....	Jefferson City
Mason, Dennis .....	Jefferson City
Mason, Page .....	Jefferson City
Mayberry, Robert .....	St. Louis
McPayne, O'Neal .....	Little Rock
McWilliams, Florine .....	Little Rock
Perkins, Emma .....	Chicago, Ill.
Pethy, Audrey .....	Chicago, Ill.
Price, Nadine .....	Chicago, Ill.
Parker, Nellie .....	St. Louis
Rose, Billie .....	Jefferson City
Rose, Henry .....	Jefferson City
Richardson, Evelyn .....	Jefferson City
Richardson, Clementine .....	Jefferson City
Richardson, Ida Mae.....	Jefferson City
Reed, Mary .....	Jefferson City
Reed, George .....	Jefferson City
Reed, Delphia .....	Jefferson City
Ramey, Floyd .....	Jefferson City
Samules, Della .....	Jefferson City
Samuels, Willa Mae.....	Jefferson City
Slone, David .....	St. Louis
Sloane, Jerry .....	St. Louis

Slater, Violet .....	Jefferson City
Sheldon, Leotus .....	Jefferson City
Stokes, Marie .....	Jefferson City
Terry, Samulea .....	Jefferson City
Turner, Robert .....	Jefferson City
Treadwell, Welton .....	Jefferson City
Treadwell, Flossie .....	Jefferson City
Thomas, Cecil .....	Jefferson City
Thomas, Elmer .....	Jefferson City
Thomas, Clayton .....	Jefferson City
Thomas, Leroy .....	Jefferson City
Trigg, Henry .....	Jefferson City
Tayer, Mildred .....	Jefferson City
Wilkerson, Lagrant .....	St. Louis
Wilkerson, Walter .....	Jefferson City
Walker, Lucile .....	Jefferson City
White, Fred .....	Tacoma, Wash.
White, William .....	St. Louis
White, Stanford ... ..	Tacoma, Wash.
Warren, Clifford .....	Jefferson City

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### SUMMARY OF STUDENTS

	Male	Female	Total
College.....	6	4	10
Normal.....	5	31	30
High School.....	74	124	198
Preparatory .....	61	62	123
Specials .....	22	9	11
Vocational (specials) .....	7		
Summer School.....	27	71	98
Model School.....	42	48	90
Correspondence Work.....	2	3	5
	<hr/> 226	<hr/> 352	<hr/> 572

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*Fifty-first Annual*  
**CATALOGUE**

*of*

**Lincoln University**

**Jefferson City, Missouri**



**1922 - 1923**





*Fifty-first Annual*

CATALOGUE

*of*

Lincoln University

Jefferson City, Missouri



1922 - 1923



# CALENDAR—1922<sup>23</sup>

- Sept. ~~11~~<sup>17</sup>.....Boarding Department opens, *Saturday* Monday.  
 Sept. ~~11~~<sup>19</sup>.....Examination for admission.  
 Sept. ~~12~~<sup>20</sup>.....First Semester begins, Tuesday.  
 Sept. 29.....8:00 p. m. Friday, reception for faculty and students.  
 Nov. 30.....Thanksgiving Day, Thursday.  
 Dec. 23 to Jan. 2.....Christmas holidays.

## 1923.

- Jan. 21 to Feb. 2.....Examination for First Semester.  
 Feb. 5.....Second Semester begins, Monday.  
 Feb. 16.....Spencer Gold Medal Oratorical Contest.  
 Feb. 22.....Washington's Birthday, Thursday.  
 May 4.....Senior High Play, Friday.  
 May 12.....Saturday, 7:30 p. m., Inter-Society Declamation Contest.  
 May 18.....Student Entertainment in City Church, Friday, 8:00 p. m.  
 May 19.....Close of Model School, Saturday, 7:30 p. m.  
 May 24 and 25.....Monday, Final Examination for Graduates.  
 May 25.....Exhibition of the Art of Music, Friday, 8:00 p. m.  
 May 27.....Baccalaureate Sermon, Sunday, 3:30.  
 May 28.....Junior Normal Class Play, Monday, 8:00 p. m.  
 May 29 to 31.....Examinations for Second Semester.  
 May 29.....Gymnastic Exhibition, Tuesday, 8:00 p. m.  
 May 30.....Senior Normal Class Day Exercises, Wednesday, 8:00 p. m.  
 May 31.....Industrial Exhibition, Thursday, 10:00.  
 May 31.....Alumni Program, Thursday, 8:00 p. m.  
 May 31.....President's Reception to the Alumni, Thursday, 8:00 p. m.  
 June 1.....Friday, Commencement Day.  
 June 10 to Aug. 4.....Monday, Summer Session.

## BOARD OF CURATORS

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Chas. H. Kirshner, President.....	Kansas City.
J. Edward Perry, Vice-President.....	Kansas City.
Rufus L. Logan, Secretary.....	Columbia.
Edgar A. Rombauer .....	St. Louis.
G. R. Crissman, Chairman Teachers' Committee.....	Warrensburg.
Julia Curtis, Member Teachers' Committee.....	St. Louis.
S. A. Baker, Ex Officio, State Supt. of Schools...	Jefferson City.

# THE FACULTY

---

INMAN E. PAGE, A. M., L. L. D.

*President*

IRVING C. TULL, A. B.

*Registrar and Mathematics*

WILLIAM B. JASON, A. M.

*Chemistry and Physics*

J. W. DAMEL, Ph. M.

*Botany and Chemistry*

JAMES A. JEFFRESS, A. B.

*Mathematics*

S. F. COLLINS, A. B.

*Education*

HARLEY M. HUNTER, B. Sc.

*Agriculture and Biology*

W. SHERMAN SAVAGE, A. B.

*History and Economics*

OLA E. CALHOUN, A. B.

*English*

GOLDA E. CRUTCHER, A. B.

*Latin and French*

THEODORE B. NIX, JR., A. B.

*French and Spanish*

MRS. MARY L. ALLEN

*Latin and English*

T. PARKER SMITH, A. M.

*Commercial Department*

LETITIA E. WILLIAMS, F. A.

*Art*

CARRIE V. SIMPSON, B. Pd.

*English*

GLADYS M. HUMBERT

*Music*

FRANCES E. TERRY

*Music and Geography*

MABEL M. WHITE

*Stenographer*

HELEN C. CRAMPTON

*Dressmaking*



GLADYS B. GARVIN

*Domestic Science*

IRENE H. HERON

*Nurse*

ARTHUR RICHARDSON

*Music and Tailoring*

JAMES A. CARTER, B. Pd.

*Shoemaking*

GUY M. KING, B. Pd.

*Carpentry*

ETTA B. WEATHERS, B. Pd.

*Gymnastics*

VIRGIL E. WILLIAMS, B. S. D.

*Buildings and Grounds*

J. E. ROSE

*Blacksmith and Auto-Mechanics*

CHARLES BROOKS, B. S. D.

*Penmanship*

HATTIE McKIM

*Model School*

MRS. MAGGIE D. HAYES

*Girls' Matron*

MRS. LORETTA PARKER

*Boys' Matron*

A. M. SCHWEICH

*Manager of Boarding Dept.*

## HISTORICAL SKETCH

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Lincoln University is one of the few state schools, if not the only one, to owe its origin to the contribution of Negroes. Shortly after the Civil War the soldiers of the Sixty-second and Sixty-fifth Regiments of the United States Colored Infantry contributed a fund of \$6,379.00 to establish a Negro school in the state of Missouri.

The Board of Trustees was organized on June 8 and incorporated on the twenty-fifth of the same month, 1866. In the same year on the seventeenth of September school opened.

The first president of Lincoln University was Richard Baxter Foster of Hanover, N. H. He was born October 25, 1826, and died April 26, 1901.

The Legislature of 1879 appropriated \$15,000 for the support of the University, provided \$5,000 should be applied to the payment of its indebtedness. This appropriation was contained in the general appropriation bill, and was a grant to a corporation managing a charity. The Constitution provides: "The general assembly shall have no power to make any grant \* \* \* of public money or thing of value to any individual, association, municipal or other corporation whatever." The grant was in violation of that part of the Constitution just quoted. Governor Phelps, from whose message to the Legislature the above is taken, held the bill until the Board of Trustees met and unanimously voted to transfer the University to the state. The bill was immediately approved. This friendly act of the late Governor enabled the Trustees to pay every dollar of the debt which for several years had embarrassed them, and to place the University on a more permanent basis.

By an act of the Thirty-fourth General Assembly a college and college preparatory school were established in connection with the University.

The same Assembly also passed an act which provides that the normal diplomas shall entitle their holder to teach in the schools of the state without further examination; also that the graded certificates, which are granted upon the completion of the two years' course, shall entitle their holder to teach the several branches therein named for a period of two years from the day of graduation. Provision is made in the act for annulling these diplomas and certificates whenever it is found necessary.

By an act of the Thirty-sixth General Assembly an Industrial Department was established in connection with the University.

The main building was destroyed by fire on the first of August, 1894, but was soon replaced by a far more commodious structure, for the erection of which the Legislature appropriated the sum of \$40,000.

Since then the Legislature has appropriated at different times money to erect two dormitories—one for young men and one for young women, and a central heating plant. These buildings are well equipped but no longer afford sufficient room for the students. Hence the last Legislature appropriated \$100,000 for an additional dormitory for young men.

The foregoing is the history of Lincoln University until 1921.

In January of this year the Fifty-first General Assembly, at the instance of Representative W. M. Moore, a Negro Representative, changed the name of Lincoln Institute to Lincoln University, creating a Board of Curators in place of a Board of Regents, and appropriated \$500,000 to make a University in fact as well as in name.

Lincoln University has a high school department, a normal department, a college department, a preparatory department, departments of mechanical industries, a commercial department, a musical department, a model school and a farm.

# GENERAL INFORMATION

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## LOCATION.

Lincoln University is situated on a high hill in Jefferson City, Mo. Its campus is composed of forty acres of rolling hills and level plots. On this campus there is an athletic field in which there is a ball park and track. Provision has been made for other kinds of outdoor sports. Jefferson City, in which the University is located, is about equally distant from St. Louis and Kansas City. It is about one hundred and twenty-five miles west of St. Louis. Persons coming to Lincoln University get off at the Jefferson City station and come to the school on the street car or in a taxicab.

---

## EQUIPMENT.

In addition to the forty acres of campus land, the University has sixty acres of farm land. This is used for practical farming and for teaching the various forms of agriculture. Horses, mules, cattle, poultry and swine are available for study here, as well as the soil and crops.

Each department in which trades are taught is furnished with modern equipment. The carpentry shop, the blacksmithing and wheelwrighting shop, the wood turning shop, the rooms for domestic science, plain sewing, dressmaking and the laundry are all well appointed for teaching and for doing actual work.

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## DORMITORIES.

Dormitory rooms are furnished for both boys and girls. Each room contains a bed, a mattress, table and chairs. Students furnish their own bed linen, quilts, blankets and comforts. It is highly desirable that each student make his room as attractive and homelike as possible, by putting pictures on the walls and small rugs on the floor.

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## LIBRARY.

Lincoln University has a small but useful library on the second floor of the main building. The library contains about 4,000 volumes, counting both books and periodicals. The library

is open at special hours during the day. Books may be drawn for use in the study hall or students' rooms.

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### MODEL SCHOOL.

The University maintains a Model School on the campus. Here students of the Normal Department are given practice by observing the handling of pupils, as well as by teaching classes.

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### THE SUMMER SCHOOL.

The Summer School is run for two main purposes: First, for teachers who wish to pursue special studies or to do work to extend their grades; secondly, students who have failed in their subjects during the year, and students who wish to do advanced work will find the Summer School the best means to that end.

---

### THE PRE-MEDICAL COURSE.

A course of study has been arranged for students wishing to prepare themselves to meet the requirements for entrance to first grade medical schools. The course embraces two years of college work, including Mathematics, Chemistry, Physics, Biology, English and a modern language. Applicants for the course must be graduates of a first grade high school or have had equivalent literary training.

---

### STUDENT LIFE AND ACTIVITIES.

Practically every educated person is expected to take part in religious work of some kind. The Sunday School, the weekly prayer meeting, the Y. M. C. A. and Y. W. C. A. at Lincoln University furnish ample opportunity for development in this direction. Students are urged to take part and join in the work of at least one literary society and one of the religious organizations.

Again, there are several voluntary clubs in which they are given specific instruction. The Young Women's Sewing Club, the Arts and Crafts Club, the Dramatic Club furnish specific instruction for those who wish to develop special talent through more intensive voluntary study.



### MUSICAL ORGANIZATIONS.

The University maintains several musical organizations through which students are given an opportunity to develop their musical ability, among which are the Band, Orchestra, Mandolin Club and Choral Society.

### REGULAR COURSE IN MUSIC.

Private lessons are given on the piano and violin. For either an extra charge of \$2.00 per month, payable at the beginning of each month, is made.

### EXPENSES AND AIDS.

The tuition fee for all Missouri students is \$5.00 per year, payable at the opening of school. For non-residents of Missouri the fee is \$15.00 per year in advance. Tuition for the summer term is five dollars. The board for students is \$13.00 per month, and laundry fee \$1.00 making a monthly payment of every twenty-eight days of \$14.00 for each student. Opportunity is given for a limited number of students to work out all or a part of their board. Students also find work in the city, whereby they may earn money to help defray their expenses. Those who earn their way, either in the city or in the institution, hold their positions subject to efficiency and to good deportment. No student may hope to have work on the ground and disobey the rules. No student who violates trust and who is irregular in his habits is permitted to live off the school grounds.

The payments required when students enter are as follows:

#### Missouri Students.

Board and laundry (every 28 days).....	\$14.00
Year's tuition fee.....	<del>5.00</del> 10.00
Medical fee.....	1.50
Athletic fee.....	<del>2.00</del> 3.00
Total.....	\$22.50

**Non-Residents of Missouri.**

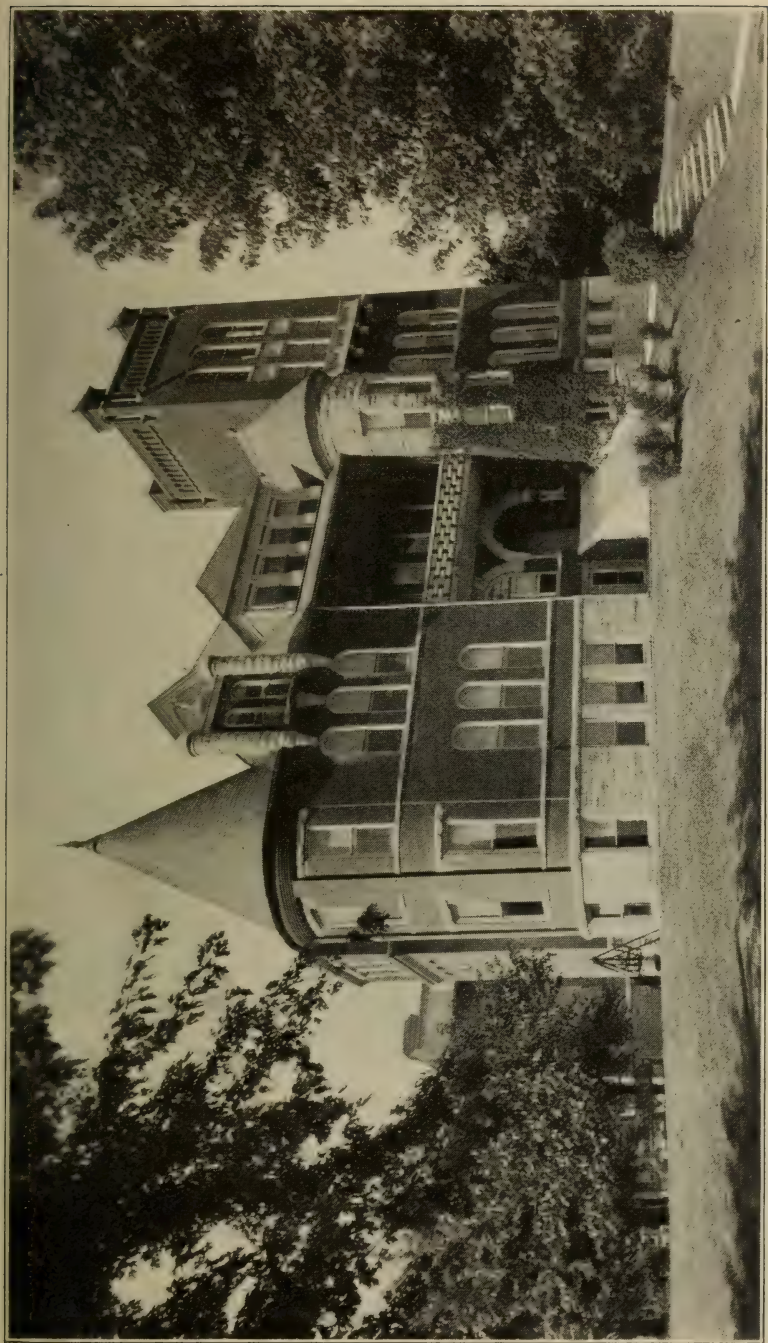
Board and laundry (every 28 days).....	\$14.00
Year's tuition fee.....	<del>25</del> 15.00
Medical fee.....	1.50
Athletic fee.....	<del>3</del> 2.00
Total.....	\$32.50

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**DATES ON WHICH BOARD IS DUE.**

September 11, 1922; October 9, 1922; November 6, 1922; December 4 to 23, 1922 (\$8.25); January 2, 1923; January 30, 1923; February 27, 1923; March 27, 1923; April 24, 1923; May 22, 1923; May 22-June 1, 1923 (\$5.55).

Send all money for board to A. M. Schweich, Steward.



ADMINISTRATION BUILDING

## GENERAL REGULATIONS

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1. A student entering Lincoln University thereby agrees to keep its rules and regulations, and to leave behind all firearms and weapons; to take no intoxicating drinks into his room, nor to smoke in any of the rooms or on the campus of the Institution; violation of these rules will automatically dissolve his relationship with the school.

2. Each student must pay upon entering his tuition fee and board for one month. A ticket will be given to the boarding students, which will admit them to the dining hall. No one will be admitted to the dining hall without this ticket. These tickets will be renewed at the beginning of each month, when the board is paid.

3. Students must provide themselves with sheets, pillow cases, towels, quilts, rugs, pictures, table napkins and textbooks, which can be bought at a local store. No students without textbooks can hope to pass his subjects.

4. Students' clothes will be washed and ironed in the laundry, which will be in charge of a teacher and students, who will handle all the clothes under the direction of the school. All clothing should be labeled with the student's name, otherwise the laundry cannot be responsible for the loss of goods.

5. A doctor's certificate showing that the student is in good health is required of all students, old and new, at the time of registration. Whenever necessary the student must be vaccinated; for this and for general medical attention, a fee of \$1.50 will be charged.

6. Students are expected to conduct themselves so as to reflect credit upon the school. Any conduct to the contrary will furnish ample reason for severance of relations with the school.

7. Continual failure in study, or habitual neglect of duties, or general pernicious influence upon other students may at any time, after due notice to the parents or guardians, cause the enforced withdrawal of a student.

8. It sometimes becomes necessary to send students away without due notice to parents. Whenever this is so and the student has not sufficient money to pay either his bills or transportation, his trunk and other available possessions will be kept until the money advanced for railroad fares, etc., is refunded.

9. Parents and guardians are urged in making remittance for students to send the money by postal money order or express money order or registered letter direct to the president. All



requests for students to come home, or to visit friends in Jefferson City or elsewhere, or to be withdrawn, must be made to the president.

10. In general, visiting and even going home during the school sessions are to be discouraged. First of all, traveling back and forth on trains is expensive; secondly, it has been found upon close study that boys and girls while making these trips contract colds, diseases and fall in very often with questionable people.

11. Students who are in arrears with the University will not be permitted to take the final examinations.

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### PRIZES.

To stimulate interest and competition, Lincoln University is making a prize list for students in almost every department.

1. Faculty Declamation Prize: The Lincoln University Faculty subscribes annually \$15.00 to be awarded in two prizes of \$10.00 and \$5.00 respectively for the students of the literary societies who commit and deliver the best declamations. The first prize, \$10.00, was awarded to Leona Davis, class of 1923 of the High School Department, the second prize was awarded to Chas. Collins, class of 1923 of the High School Department.

2. The Spencer Gold Medal Prize: Professor Oscar Spencer of Nowata, Okla., of the class of 1900, offers a gold medal to that student of the school who writes and delivers the best oration on a subject approved by the Faculty. This prize was awarded to Marguerite Holdier of LaGrange, Mo., of the High School Class of '22. A second prize was awarded to Fern Smith of Poplar Bluff, Missouri, of the class of '22.

3. The Theory and Practice Teaching Prize: There are two prizes given to those members of the Senior Normal Class who make the highest averages in theory and practice teaching. The first prize, \$20.00, is given by the St. Louis Alumni. Jessie Wallace of Kansas City, of the Class of '22, was awarded this prize. The second prize, \$10.00, was given by Rev. E. L. Scruggs of Jefferson City, Mo. Lerline White of Nowata, Okla., was awarded the second prize.

4. The Ida Rivers Prizes: These prizes of \$5.00 and \$2.50 in gold, established by Mrs. Clement Richardson of Lincoln University, are given to the two students who write the best essays on some Biblical subject. The first prize was awarded Irma Gilbert of Coffeyville, Kansas, of the Class of '22. Sidney Sutfield of St. Louis, Mo., of the class of '23 was awarded the second prize.

5. The Spelling Prize: A first prize of \$5.00 is given by Mr. J. W. Damel of the Lincoln University Faculty, and a second prize



of \$4.00 is given by Mr. H. M. Hunter, of the Lincoln University Faculty, for the two successful contestants in a spelling contest. The first prize was awarded to Maggie VanBuren, of Fulton, Mo., of the High School Class of '22, and the second prize was awarded Tamar Bell, of Independence, Mo., of the High School Class of '23.

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### REQUIREMENTS FOR ADMISSION TO COLLEGE.

High school subjects for admission are measured in terms of "units." A unit is defined as a subject pursued five forty-five minute periods a week for one year of at least thirty-six weeks. Two periods of laboratory work are counted as the equivalent of one in recitation. Four units are considered a year's work. The term "semester hour" is used to measure all work of college grade. A semester hour is defined as one period of classroom work extending through not less than fifty minutes net for a period of 18 weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation. Thirty semester hours are considered a year's work.

Students are admitted either upon examination at the University, or upon certificates from accredited schools, or from other colleges. Examinations are held the second week in September. A person who wishes to offer any credits in place of an entrance examination in any subject should have them certified to by the proper official of the school in which the grades were made. Blank certificates may be had upon application to the President or Registrar.

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### GENERAL REGULATIONS.

Candidates for admission to the Freshman Class must be at least sixteen years of age and of good moral character. They must be graduates of a standard four-year high or preparatory school. All candidates, whether or not graduates of high schools, are required to present fifteen units as entrance credits.

Students should enter at the beginning of the term, because the subjects begun at that time are not repeated in the second term. Students entering late will be required to make up the work gone over before the end of the semester.

Fifteen units are required for entrance to any course. No student will be admitted with more than two conditions. The following units are required of all applicants: English, three units; Algebra, one unit; Plane Geometry, one unit; History,

one unit; Foreign Language, two units, Science, one unit; Electives, six units. In the elective units any work done in an accredited high school will be accepted.

The maximum credit allowed for vocational work is two units.

---

### ADMISSION TO ADVANCED STANDING.

Candidates for admission to an advanced class in any of the courses are required either to pass examinations in all studies of the course up to the point at which they seek admission, or present from other colleges certificates covering such studies.

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### SPECIAL STUDENTS.

Persons of mature years, even if they are not able to meet the entrance requirements, may be admitted to the college as special students.

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### DIPLOMAS, DEGREES AND CERTIFICATES.

Degree: On satisfactory completion of a regular course in the College of Arts and Sciences, a student is granted the degree of Bachelor of Arts. (A. B.)

The degree of Bachelor of Science in Education (B. S. in Ed.) is granted upon the satisfactory completion of a regular four-year course in the Department of Education.

Diplomas: Will be granted those students who complete the number of hours in a specified course.

1. 60-Hour Diploma. This is a life diploma to teach in the elementary schools. It is based upon a four-years high school course and two years in college.

2. 90-Hour Diploma. This is a life diploma to teach in high schools and elementary schools. It is based upon a four-year high school course and a three years course in college.

3. Certificates: 30-Hour Certificates: This is an elementary state certificate valid for two years. It is based upon four-year high school course and one year in academic and pedagogic studies of college grade.

### EXPLANATION OF THE GRADING SYSTEM.

A—with highest honor.

B—with honor. .

C—medium.

D—sub-medium.

E—conditioned.

F—failed.

In order to graduate a student must have a grade above D in more than fifty per cent of his work.

A grade of F will require a student to take the same course in class again.

A grade of E may be removed by special examination. Upon the removal of a condition the grade shall be recorded as D.

---

### REQUIREMENTS FOR THE DEGREES OF BACHELOR OF ARTS AND SCIENCE.

Candidates for any of the above degrees must complete at least one year of residence work at the University and must fulfill the following conditions:

1. One hundred and twenty semester hours of work in addition to Physical Education.

2. A major of at least twenty hours in one department must be completed.

3. A minor of fifteen hours must be complete and selected from the work of a department allied to the major department.

4. The following requirements must be satisfactorily completed: English, six hours; Natural Sciences, six hours; Non-Biological Sciences, twelve hours; Social Sciences, twelve hours; Mathematics or Philosophy or Psychology, six hours.

Before graduation, students must complete a total of one hundred twenty hours of work selected from the following groups:

Group 1. Language and Literature.

English, Latin, French, Spanish, Fine Arts and Music.

Group 2. Natural Sciences.

Biology, Botany, Chemistry, Geology, Physics and Psychology.

Group 3. Social Sciences.

History, Government, Sociology and Economics.

Group 4. Mathematics and Philosophy.

Mathematics, Psychology, Philosophy, Logic, Education.

At least thirty-six hours required for the degree must be in some one of the groups mentioned above, and at least eighteen hours in one of the other groups. In no one of groups may more than sixty hours be credited for the degree.

## COURSE IN LIBERAL ARTS.

### Freshman.

Required.	Semester hours.
English (Rhetoric and Composition) . . . . .	6
Foreign Language . . . . .	6
Mathematics or Science . . . . .	6
American History or European History . . . . .	6
Elective . . . . .	6

### Sophomore.

English . . . . .	6
Foreign Languages . . . . .	6
One subject (six semester hours) from each of the following groups:	
Group 1. History, Economics, Education, Psychology, Home Economics.	
Group 2. Chemistry, Physics, Mathematics, Zoology.	
Elective, six semester hours.	
Physical Education.	

### Junior and Senior Years.

Electives: 28 to 32 semester hours each year, subject to the regulations stated above.

Students who present for entrance two units in a single foreign language are exempted from the language requirement in the Sophomore year.

## COURSES IN EDUCATION.

The entrance requirements for the courses in Education are the same as those in the Liberal Arts Course.

Candidates for any of the diplomas or certificates must complete the same requirements as those in the college of Liberal Arts.

**Freshman.**

(Authorizing a Certificate valid for two years.)

Semester hours.

Psychology . . . . .	4
School Economy . . . . .	3
Elementary Course of Study . . . . .	2
Observation and teaching in Training School . . . . .	3
English . . . . .	6
Technical Subjects . . . . .	3
Electives . . . . .	9
Physical Culture . . . . .	...
<hr/>	
Total Credits . . . . .	30

**Freshman and Sophomore Years Combined.**

(Authorizing an Elementary Diploma with Life Certificate.)

Semester hours.

Education from Freshman Year . . . . .	12
History of Education . . . . .	5
Observation and Teaching . . . . .	6
Elective in Education . . . . .	3
English (Freshman) . . . . .	6
Technical Subjects . . . . .	6
Electives . . . . .	22
<hr/>	
Total Credits . . . . .	60

**Freshman, Sophomore and Junior Years Combined.**

(Authorizing Diploma with Life Certificate.)

From Education in preceding years . . . . .	24
Education . . . . .	5
English (Freshman) . . . . .	6
Technical Subjects . . . . .	8
Major . . . . .	25
Two Minors . . . . .	20
Electives . . . . .	7
<hr/>	
Total Credits . . . . .	90



**Freshman, Sophomore, Junior and Senior Years Combined.**

(Authorizing Diploma with Life Certificate and Bachelor's Degree.)

	Semester Hours*
From Education . . . . .	26
English . . . . .	9
Technical Subjects . . . . .	8
Major . . . . .	25
Two Minors . . . . .	15
Electives . . . . .	37
<b>Total Credits . . . . .</b>	<b>120</b>

**PRE-MEDICAL COURSE.**

Candidates for admission to the Pre-Medical Course must be graduates of an accredited high school or preparatory school and must present at least 15 units of credit.

**First Year.**

	Semester Hours.
English . . . . .	6
Mathematics . . . . .	6
French . . . . .	6
Chemistry . . . . .	8
Botany . . . . .	6

**Second Year.**

French . . . . .	6
Physics . . . . .	10
Chemistry . . . . .	6
Zoology . . . . .	6
Elective . . . . .	4

# DESCRIPTION OF COURSES

---

## AGRICULTURE.

101. **Agronomy**—A general study of the fundamental principles and practices involved in growing corn, small grains, potatoes, grasses, legumes and root crops. A study of soils, their properties and management in relation to crop production, manures, and fertilizers.

Instruction will be given in the field as long as the weather will permit. Credit 3 hours.

102. **Animal Husbandry**—A study of the origin, history, development, characteristic and value of the different breeds of animals. The breeding, feeding, management and the adaptability of different feeds for horses, cattle, sheep and swine.

The Laboratory work will consist of a study of the use of the score card, and comparative judging. Credit 3 hours.

103. **Dairy Husbandry**—A study of the composition and properties of milk, milk secretion, and factors causing a variation in the composition of milk, the Babcock test, the efficiency of the separator, the use of the Lactometer, the balancing of dairy rations, silage and silos, soiling crops and pastures, raising calves and heifers and the principles of dairy breeding and development and the judging of dairy cattle. Credit 3 hours.

104. **Poultry Husbandry**—This subject includes the following topics: The poultry industry; the poultry farm, buildings, and equipment; breeds of domestic fowls; principles of breeding; selection of stock, preparation for market, including killing and dressing; poultry parasites and diseases; designing and construction of poultry houses, and poultry judging.

Practice work in incubation and brooding will be required. Credit 3 hours.

105. **Farm Management**—A study will be made of farm accounts, farming as a business; cropping system; farm layout; building arrangement; efficient use of labor, horses and machinery; forms of tenure, and leases; ways of starting farming; use of capital and credit; and the choosing, building and management of a farm. Credit 5 hours.

106. **Farm Machinery**—The operation, adjustment and repair of the standard tools and machines, special emphasis being laid on the tractor, thresher, binder and haying machine. Credit 2 hours.

107. **Horticulture**—Showing the importance of horticulture, the division and distribution of horticultural activities, the prin-

ciples, growth, and reproduction and the process of control through these principles. Home garden making; soil adaptations, garden crops, methods of culture and management; remedies, and preventatives for diseases and noxious insects of garden crops, selection of orchard sites and soils; propagation of young trees, pruning, fertilization, cultivation and spraying of orchards, judging, harvesting and handling the fruit crop. Credit 3 hours.

108. **Forestry**—A study of the development and of the present forestry situation in the United States. Missouri will be studied in detail. The laboratory work will be the handling of the farm wood lot. Credit 3 hours.

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### ART.

101. **Art**—This course embraces theory of line, practice free hand drawing, harmony with light and dark colors. Credit 1½ hours.

102. **Art**—This course consists of charcoal drawing, charcoal with colors, observation. Credit 1½ hours.

103. **Art**—Water colors from nature, still life, flowers, fruits, birds, landscapes, seascapes, and designing. Credit 2½ hours.

104. **Art**—Applied design, wood block on textiles, stencils on textiles practical application, appreciation on silks, velvets, glass, china, ivory and wood. Credit 2½ hours.

105. **Art**—Elementary Bookbinding. The making of booklets, memorandum pads, etc. Credit 2½ hours.

106.—**Art**—Homecrafts. Work in raffia, reed and splint-work basketry, etc. Credit 2½ hours.

107. **Theory and Practice**—This course is for students who are preparing to teach in the elementary school. It includes drawing, line composition, landscape, lettering, color theory, stenciling, paper construction, clay modeling and raffia and reed work.

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### BIOLOGICAL SCIENCE AND PHYSIOLOGY.

101. **Botany 1**—A study of the principal parts of plants; condition necessary for the performance of their functions; plant composition and structure, and determination on species. Credit 3 hours. Text Bergen and Davis.

102. **Botany 2**—A course in anatomy and physiology of higher plants and in the classification structure and life history of various types of cryptogram. Special attention is given to

those of economical interest. Prerequisite Botany 1. Credit 3 hours. Text—Coulter, Barnes and Cowles.

103. **General Zoology**—A study in the variations in the structure and life history of different classes of animals, their relations and their habits. Credit 3 hours.

104. **Comparative Zoology of Invertebrates**—An introduction to the comparative and systematic study of the singular animals. Lecture and laboratory work. Credit 3 hours.

105. **Zoology**—Comparative Zoology of Vertebrates. Credit 2 hours.

106. **Physiology**—This course includes a study of the basic principles of physiology, emphasis is laid upon the relation of the body functions to personal efficiency. Credit 3 hours.

107. **Hygiene and Sanitation**—Instruction in this subject covers the principles of sanitation, the cause, methods of spread and prevention of epidemics, and the various methods of disinfecting.

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## CHEMISTRY.

101. **Chemistry**—General; inorganic chemistry. Recitation; lectures and laboratory work, experiments illustrating the principles of chemistry. Two hours lecture and recitation, four hours laboratory. Credit 3 hours.

102. **Chemistry—Analytical Chemistry—Qualitative Analysis**—Laboratory practice with lectures and recitations. Prerequisite Chemistry 1. Credit 2 hours.

103. **Chemistry—Analytical Chemistry—Qualitative Analysis.** Volumetric and Gravimetric Analysis. One hour lecture, four hours laboratory. Credit 3 hours. Prerequisite Chemistry 1 and 2.

104. **Chemistry**—Organic Chemistry. In this course the student is introduced to the study of compounds of carbon. The points of similarity and difference between Organic and Inorganic Chemistry are touched upon; then the most important members of the paraffin and aromatic series of this branch of Chemistry and the bearing upon the chemical theory are considered. Credit 3 hours. Prerequisite Chemistry 1.

105. **Chemistry**—Applied Chemistry. Lectures, recitations and laboratory work on the chemical processes and operations involved in the industries and the home. Credit 2 hours. Prerequisite Chemistry I and IV.



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**PHYSICS.**

101. **Physics**—General Physics: The course includes the study of the fundamental units, the determination, equilibrium and motions of solids, liquids and gases. Capilarity, surface tension, density, sound, light, magnetism and electricity. Throughout the whole course, special attention is given to mathematical theory. Credit 3 hours. Prerequisite Trigonometry.

102. **Physics**—Laboratory course designed to accompany Physics IV. Four hours. Prerequisite Trigonometry and Physics I. Credit 2 hours.

103. **Physics**—Theoretical Mechanics: The course will consist of lectures, recitations and problems. The general principles of rational mechanics and applications, the chief fields of mathematical physics. Prerequisite Physics I and Calculus. Credit 3 hours.

104. **Physics**—Theoretical Dynamics. Problems involving selected topics in both Statics and Kinematics. Prerequisite Physics and Calculus.

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**ECONOMICS AND SOCIAL SCIENCE.**

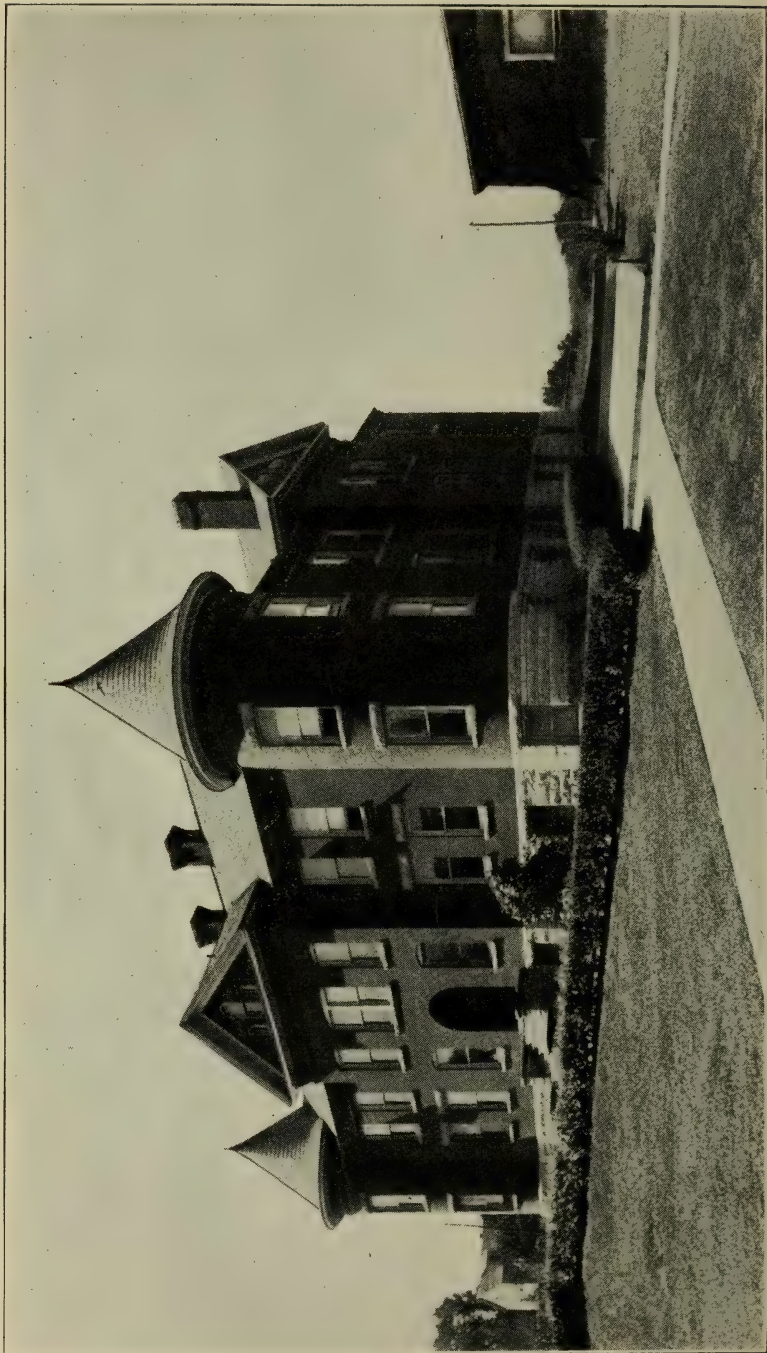
101. **Principles of Economics**—A study of the fundamental principles and theories underlying economic science. Current economic problems and activities will be carefully considered. Lecture, library readings, quizzes and reports, throughout the year. Credit 6 hours. Text: Ely's Outlines of Economics.

102. **Economic History**—Prerequisite course. In the first semester the economic development of England will be studied, in the second that of the United States. Throughout the year. Credit 6 hours.

103. **American Government**—This course is basic to all other courses in political science. It deals with the historical foundations of the government of the United States and in the federal branch considers such subjects as the president, congress, national administration, the judiciary, territorial government, etc. That part dealing with state governments considers such topics as popular control, the executive department, the legislature, the courts, taxation and finance. The course closes with a study of local rural government, state and local politics, and social and economic legislation. Throughout the year. Credit 4 hours. Text: American Government, Beard.

104. **Modern Governments**—Prerequisite a college course in American Government. This is a course dealing with the foundations of political science. It considers such subjects as the nature





YOUNG MEN'S DORMITORY

of the state, types of government as to the location of sovereignty, the promulgation and modification of the constitution, the jurisdiction or function of government, the territorial and functional distribution of powers, and the electoral, executive, administrative, legislative, and judicial branches. The governments of England, France and Switzerland will be outlined. One semester. Credit 3 hours.

**105. The Government of Missouri**—The historical and constitutional development of Missouri; its relation to the national local government, organs of the state; organizations and function of local government; the state constitution, municipal functions, etc. A study of the Missouri constitution itself and the functioning of the organs of government under it will be an important feature in this course. One semester. Credit 2 hours. Text: This is not a textbook course.

**106. English Government**—A study of the foundations of the constitution, the ministers and the administrative system, the cabinet, Parliament, law and justice, local government, political parties, and a survey of the English colonial government and administration. One semester. Credit 3 hours. Text: Ogg and others.

**107. Political Parties**—This is a study of the methods and politics of political parties in the United States. There will be an investigation of nominating methods, local, state and national; party machinery, campaign methods; party finance, election laws, suffrage qualification. This course will close with a study of the party in power, a historical survey of the politics of past ruling parties will be made. Remedies of legislative evils, anti-lobby laws, etc., will feature in the course. One semester. Credit 2 hours. Texts: Political Parties and Practical Politics, Ray, etc.

**108. Principles of Sociology**—This is a course in general sociology and makes a survey of the whole field. It begins a study of the nature of sociology, its problems, methods, and its relation to other sciences and studies; such subjects as the social mind, social organization and social laws. One year. Credit 6 hours. Text: Blackmar and Gillian's Sociology.

**109. Social Problems**—Prerequisite course I. This is a study of modern problems. It considers such topics as poverty, crime, the family, the city, race problems, immigration, etc. Each student will be required to make a written report on a particular subject. Credit 2 hours.

**110. Social Control**—This is a course in the methods devised by society for the control of its members. It considers such topics as art, religion, education, etc. Prerequisite course I. Credit 2 hours. Text: Social Control, Ross.

### EDUCATION.

101. **General Methods**—This course comprises a discussion of such subjects as interest, correlation, apperception, the inductive and deductive processes and their place in teaching. Credit 3 hours.

102. **School Management**—This course presents certain phases of the management and organization of the school—such as discipline, the program, seat work, practical problems, etc. Credit 3 hours.

103. **Elementary Course of Study**—The texts used for the basis of this work are the Courses of Study for the Missouri Schools, the Baltimore County Course of Study and McMurray's Course of Study for Elementary Schools. The problem is unraveled as how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at the various stages of his development. Credit 3 hours. Spring term.

104. **Educational Measurements**—Educational Measurements will be dealt with in this course. The various scales and tests for determining mental development, rank, ability and efficiency of school children. Such tests as Thorndike's, the Hillegas tests, Courtis tests, Ayre's tests and those by Starch will be made the basis of this work. 3 hours.

105. **Principles of Teaching**—Advanced course for principals and experienced teachers. The topics will be selected from problems of the curriculum, use of standard tests, newer methods of teaching, such as the project method, supervised study and problems of school organization and management. Summer term. 3 hours.

106. **Primary Methods**—4 hours. The purpose of this course is to train teachers. We attempt to do this through instruction, observation and practice. After each subject is completed, illustrative lessons will be given with the pupils of the first three grades of the training school. Special attention is given to the teaching of every subject in the Primary Grades, for example:

**Reading**—Study of methods past and present, beginning reading without text. The teacher's problem when using the text. Thought work, expression, dramatic work, mechanics, phonics, etc., etc.

**Nature Study and Language**—Training in how and where to select the material for nature study and how it is used as the foundation for language work. The use of the picture, poem and story, and correlation with nature work.

**Primary Numbers**—A study of past and present methods and the presentation of new ideas through use of objects, construction work, devices, games, etc.



**Music**—A thorough study of the methods of presenting the various problems of public school music in the primary grades.

**Geography**—The use of different material in the teaching of home or local geography. Outdoor and field excursions, relief work and map work.

**107. Advanced Methods**—This course aims to stress the fundamental conceptions and methods of the branches of study usually undertaken by the grammar grades. Each subject is discussed separately, practical methods and devices receiving the emphasis that they demand. 3 hours credit, each term.

**108. High School Methods**—This course is intended primarily for four-year students and includes a brief study of the development, present status and problems of the high school and is followed by a detailed study of the principles applicable to the upper elementary grades and to the high school. 3 hours.

**109. Observation**—This work consists of observation and teaching in the upper and lower grades and is intended for the students of each course. It consists of teaching and observing ideal methods of teaching in our Practice School. There are regular conference hours during the course, with the teacher in charge of Primary Methods and Advanced Methods.

**110. History of Elementary Education**—The main topics of the course are aims in Education, Results of Education and an understanding of the Modern Public School as carried on in our own state and in the United States. Credit 3 hours. Fall term.

**111. History of Education**—This course covers a complete survey of the History of Education beginning with the Eastern Nations. The great educators and educational movements in the world are discussed. The method of work used in this course is a combination of recitations and lectures and outside reading. Each student writes a term essay on a particular educator or epoch. Credit 5 hours.

**112. Arithmetic and Methods**—This course will review and emphasize the subject matter of Arithmetic and the most improved methods of teaching it. Credit 3 hours.

**113. Teaching of Geography in the Grades.**—A professional course. The methods, material and purposes of geography work in the grades are studied. Credit 2 hours.

**114. Elementary Music and Methods**—This course is planned to present the problems of music and to aid the teacher in Public School music.

### ENGLISH.

101. **English**—A year's work is designed to establish the first year college student in habits of careful writing and speaking and to familiarize him with the fundamentals of rhetoric. There is a constant practice in composition and in the study of literary types. Credit 6 hours. Text: Lathrop, Freshman Composition.

102. **English**—General History of the English Language. This course is intended to give the student an understanding of the origin and growth of the English Language including the growth of vocabulary grammatical changes. Some Anglo-Saxon will be read so as to have a basis of comparison. Credit 6 hours. Two semesters. Text: Krapp, Modern English.

103. **English**—Argumentation. Here the principles of debate are learned and applied. Several briefs are drawn and arguments written. In the second half of the year Debating Teams are formed and regular debating contests held in class. Credit 4 hours. Text: Foster's Argumentation and Debating; Maxey's the Brief.

104. **English**—(a) Victorian Poetry. The history of the period, the customs of the time and the general trend of thought in the nineteenth century as reflected in the work of Tennyson, Browning, Arnold and Rosetti. Credit 2 hours. One semester.

105. **English**—(b) Modern Fiction. This course seeks to show the influence of the old romance upon American fiction and the variation from the old types are noted in the early tales by Irving, Poe and Hawthorne. A study is made of the realistic novels of James Freeman and Harte and the realistic novels of James and Howells. The Negro's contribution to American fiction will be studied through Dunbar, Chestnut and DuBois. Credit 4 hours.

106. **English**—English Grammar. This course is a review of the elements of English Grammar with an extension in the subject matter treated in the usual course in grammar. It also aims to show the special methods used in teaching that part of grammar that usually presents special difficulties. Credit 6 hours. Text: Gowdy's Grammar will be used as an outline.

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### HISTORY.

101. **History of Western Europe**—This course begins with the migration of the peoples of Europe and comes down to the end of the World War and reconstruction. The periods of mediaeval history are studied and the church is given special attention. The political, industrial, and social problems and activities will re-



ceive a careful survey. The course embraces map drawing, oral and written reports, and library readings. Two semesters. Credit 6 hours.

102. **Modern History**—Prerequisite: Mediaeval and Modern history in high school or the History of Western Europe in college. This course begins with a survey of the old regime in Europe just prior to the French Revolution, and traces the historical activities of the old powers to the present day. Particular attention will be given to the rise of the United States and Japan as world powers and to the history and development of imperialism. Two semesters. Credit 6 hours. Text: Robinson's and Beard's Modern History will be used as an outline.

103. **American History**—This course is a study of America from its discovery to the present day. The back ground of American history will be carefully surveyed. The various sectional, industrial, educational and political problems confronting the country will be studied. Maps, reports, library readings and essays will form an important feature in this course. Two semesters. Credit 6 hours.

104. **The Civil War and Reconstruction**—This period will embrace a rapid survey of the time immediately preceding the Civil and a thorough study of the issues involved in problems arising from the war and emancipation. The 13th, 14th and 15th amendments to the constitution with the reconstruction policies of the national government and those of the several states will be carefully studied. One semester. Credit 3 hours.

105. **The American Negro**—This course has for its field of study the economic, political and social life of the American Negro from 1619 to the present time. That part of the history dealing with the period prior to 1865 will be rapidly surveyed, and the activities of Negro life since the Civil War will be given detailed investigation. The aim of the course is to give the student a correct conception of the hopes, aspirations and achievements of the American Negro. Critical investigation of documents, monographs, and material sources will be made. Two semesters. Credit 6 hours.

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### HOME ECONOMICS.

101. **Sewing 1**—Fundamental stitches used in hand sewing and their application to simple garments; careful study of suitable and economical material and trimming; the use and alteration of commercial patterns; drawing and patching; the use of the sewing machine. Two lecture periods and three laboratory periods a week. Credit 3 hours.

102. **Sewing 2**—A study of pattern drafting and the comparison of drafted and commercial patterns as to use, adaptability and economic value; hand machine sewing; discussion of appropriate cotton and linen fabrics for clothing; cutting and fitting of garments; making of cotton or linen dress. Two lectures and three laboratory periods a week. Credit 3 hours.

103. **Food and Cooking 1**—Kitchen arrangement and utensils, measurements and temperatures involved in cooking. Study of carbohydrates, sugar, cereals, flour and vegetables. Two lecture and three laboratory periods a week. Credit 3 hours.

104. **Food and Cooking 2**—Prerequisite Cooking 1. Principles of protein cookery; eggs, milk, cheese and changes effected by cooking. Two lectures and three laboratory periods a week. Credit 3 hours.

105. **Cooking 3**—Various cuts and kinds of meats; their composition and preparation, method of cooking; use of fats and oils. Credit 2 hours.

106. **Textiles**—A general survey of the textile industry from primitive time to the present day; a study of the sources, early history, culture and methods of manufacture and adulteration of the four principal textile fibers. Credit 2 hours.

107. **Costume Design**—The principles of designs and their application to dress. Study of form, line and color combination; historic costume and its relation to modern dress; adaptation of sale patterns; drafting, cutting, fitting and making a cloth dress. Study of color and textile as related to different types of hats. Making and trimming various styles of hats. Credit 3 hours.

108. **Home Nursing and Child Care**—A study of the course, nature and proper treatment of common ailments in the home; care and treatment of common emergencies arising in school and home; the care and feeding of infants and children. Credit 5 hours.

109. **Household Management**—Division of income, care of the house and of stores, methods of cleaning. Laboratory practice in laundering; removal of stains; cleaning of lawns, silk and other delicate fabrics, care of metals. Credit 1 hour.

110. **Dietetics**—A course in the fundamental principles of human nutrients and their application; proper feeding in infancy, childhood and adult life; the planning of dietetics for each period. Credit 1 hour.

111. **Food and Cooking 3**—Preservation of foods; canning of fruits and vegetables; jelly making; food combinations, marketing; serving dinners according to dietary standards. Credit 2 hours.

112. **Institutional Management**—Study of various kinds of institutions and their management; visits to representative types.

Practical work in dining room and kitchen administration. Credit 2 hours.

113. **House Practice**—A course in the efficient care and management of the house from scientific, economic and practical standpoints. Students selecting this course must live at the Senior House which is used as a practice laboratory. Credit 2 hours.

114. **Dressmaking**—Practice in handling and draping fine materials; perfecting detail in drafting; fitting and finishing; study of artistic line and decoration of dress in their relation to the individual. Embroidery and decorative design as applied to costume and household purposes. Work with silk, chiffon, fine cotton and laces. Credit 2 hours.

115. **Remodeling**—Problems of renovating and remodeling articles of clothing, with particular emphasis on economic value, proper combinations of materials and trimmings. Practical work, the remodeling of a cotton dress and a silk or woollen dress. Credit 2 hours.

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### LATIN.

101. **Cicero and Livy**—Cicero's *de Senectute* and *De Amicitia* will be read in the first semester; in the second semester Books XXI and XXII will be read. Latin literature will constitute a part of this course. Prerequisite 4 units of Latin. Credit 4 hours.

102. **Pliny, Cicero and Tacitus**—Pliny's letters supplemented by those of Cicero will be read in the first semester. Tacitus' *Germania et Agricola* will be studied during the second semester. Imperial Roman History will receive careful attention. Prerequisite Latin I. Credit 4 hours.

103. **Quintilian and Virgil**—Books X and XII of Quintilian's *Institutes* will be read. Roman oratory will be studied through careful observation of the principles outlined by Quintilian. Virgil's *Aeneid* will be completed. Books VII to XII in the second semester. Prerequisite Latin I. Credit 4 hours.

104. **Teachers' Course**—This course consists of a survey and criticism of text books, the organization of courses in secondary Latin, a study of the difficulties encountered by classes in Latin, the presentation of selected topics, such as, indirect discourse, the subjunctive, and appreciative reading without translation. Classroom instruction will be required of each person taking this course. Two semesters. Credit 2 hours.

### MATHEMATICS.

101. **Trigonometry**—A study of the trigonometric functions and the solution of plane triangles. Credit 3 hours.

102. **College Algebra**—A short review of factoring, fractions, simple equations, theory of exponents followed by the theory of quadratic equations, the progressions, limits, infinite series, and theory of equations. Credit 3 hours.

103. **The Teaching of Arithmetic**—Credit 2 hours.

104. **Analytical Geometry**—This course embraces the ordinary topics of Analytical Geometry, including the straight line, the circle, the conic sections and some of the higher planes; curves will be required. Credit 3 hours.

105. **Differential Calculus and Application**—Prerequisites: Courses 101, 102, 104. Credit 5 hours.

106. **Integral Calculus and Application**—Prerequisite: Courses 101, 102, 103, 104, 105. Credit 5 hours.

107. **Astronomy**—An elementary course mainly descriptive to meet the needs of those who are chiefly interested in surveying. Credit 4 hours.

108. **Differential Equations and Application**—Credit 3 hours.

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### MODERN FOREIGN LANGUAGES.

101. **Elementary French**—The first semester will be devoted to the acquisition of the elementary principles of French grammar and the reading of simple French texts. Accurate pronunciation and French rhythm will be emphasized from the beginning. In the second semester French classics will be read. Simple conversation will be held daily. Credit 6 hours. Texts: Frasier and Squairs Shorter French Course; Knowle and Tavard's Perfect French possible. Halevy's *Morceaux Chosis*.

102. **French Classics**—Prerequisite two years of high school French or one year of college French. Grammar review; use of French in class; composition daily; short themes based on reading. Class and collateral reading will be required. Selections from the work of Hugo, Thiers, Sandeau, Lamartine, Daudet, Balzac, France, etc., will be read. Credit 4 hours.

103. **French Literature**—Prerequisite three years of high school French and one semester of French Classics in college or any two years of college French, one of which must be French classics. This is a course of wide reading attempting to acquaint the student with the greatest works of French literature. It will begin with the song of Roland and will come down and include modern authors. Class discussion of books read will largely



replace class translation. Students should consult the instructor before registering for the course. Credit 4 hours.

104. **Journalistic French**—Prerequisite two years high school French or one year college French. The aim of this course is to give the student a practical knowledge of French as used by French speaking people in their daily intercourse. A metropolitan paper will be used. Each student will be required to subscribe for the paper used. Two semesters. Credit 2 hours.

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### SPANISH.

101. **Elementary Spanish**—The first semester will be devoted to mastering the elementary principles of Spanish Grammar. The second semester will be spent in reading short Spanish stories and standard classics. Composition and conversation will be begun from the beginning. Credit 5 hours.

102. **Second Year Spanish**—The year will be spent in reading the best modern novels and plays. Composition and conversation will be emphasized throughout the course. Credit 4 hours.

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### PHILOSOPHY.

101. **Logic**—A practical course in the methods of correct thinking. The topics studied are the concept, various forms of judgment, induction, deduction and syllogism, etc. The fundamental aspect of thought is particularly stressed and its underlying psychological principles. Credit 3 hours.

102. **Ethics**—An introductory study of the chief theories of moral life. The aim of this course is to familiarize the student with the main aspects of Ethical history and theory and thereby reach a method of estimating the controlling conduct. Credit 3 hours. Text: Thilly Ethics.

103. **History of Philosophy**—This course presents the fundamental conceptions of philosophical thought. The cardinal virtues of the different periods are stressed. Credit 3 hours. Text: Rogers' Student's History of Philosophy.

104. **Aesthetics**—A detailed study of the various fine arts, including dance, music, painting, literature and nature with the aim of realizing their relation to human nature and their value for social life. Credit 2 hours.



### PSYCHOLOGY.

The courses in Psychology are concerned primarily with acquainting the student with the laws and principles of mental development and as far as known and applying them to self and to the work of teaching. Applied Psychology in the strictest sense is emphasized.

101. **General Psychology**—1. This course gives a view of the subject as a whole. The student is acquainted with mental life, its nature and contents, its relation to the physical body and nervous system. An opportunity is given each student to do some work in simple experimentation in the learning process. Credit 3 hours each semester.

102. **Psychology (Child)**—2. This course deals with the growth and development of the child from the view-point of its physical, mental and social nature. Direct observations are made and various investigations are made and studied. Credit 2 hours each term.

103. **Psychology (Adolescence)**—3. A study of the important physical, mental and moral changes which are natural to adolescence. This course is intended for high school teachers and principals. Credit 2 hours, spring and summer.

104. **Psychology**—4. This course deals with Intelligence Tests—such as the Stanford Revision of the Simon-Binet Tests, and various group tests, in order that the young teacher may use them to advantage throughout the primary and advanced grades. Credit 2 hours.

105. **Psychology (Educational)**—5. In this course important topics in Psychology are treated in their educational aspect, many of which are of great value to the teacher. Each student as a special study is required to deal with the psychology of some subject, such as spelling, reading, arithmetic, etc. Credit 3 hours.

# PHYSICAL EDUCATION

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## Courses for Girls.

101. The aim of this department is to improve the efficiency of the students by establishing a good physical foundation for mental activities, and to furnish them with practical ideas as to the intelligent teaching of school-room gymnastics and the supervision of play out-of-doors.

102. **Gymnastics I**—A course in tactics and elementary exercises for general bodily development.

103. **Gymnastics II**—An advanced course, including marching, rhythmic exercises, co-ordinations of movements, use of wands, dumb-bells and Indian clubs.

104. **Games and Play**—A Normal course. Instructions in the basic principles of play and actual playing of games; teaching of suitable games in the grades.

105. **Folk Dancing**—A study of typical folk dances of the leading countries.

106. **Methods in Physical Education.**

107. **Athletics**—Basket ball, tennis, volley ball and base ball.

## Courses for Boys.

101. **Gymnastics**—Marching and drills; calisthenics; indoor and outdoor games.

102. **Athletics**—Throughout the year. Football, basket ball, tennis, baseball, track and field work.

## COMMERCIAL DEPARTMENT.

Business training will always prove a stepping stone. The need of the hour is thoroughly equipped students for business pursuits. To this end the following courses will be taught in this department.

### COURSES.

Bookkeeping, Shorthand, Penning,  
Higher Accounting,  
Civil Service.

### Individual Instruction.

No student will be held back on account of another. A student taking any of the courses hereafter mentioned will be expected to remain until he is located or shows that he is competent to fill a position.

### THE SOLDIER.

The returned soldier preparing for useful vocation would not make a mistake to correspond with the President or Dean concerning one of these courses.

#### Commercial Course:

- Bookkeeping
- Commercial Law
- Commercial Arithmetic
- Commercial Correspondence
- Commercial Geography
- Rapid Calculation
- Business Penmanship
- Typewriting
- Spelling
- Filing

#### Phonographic Course:

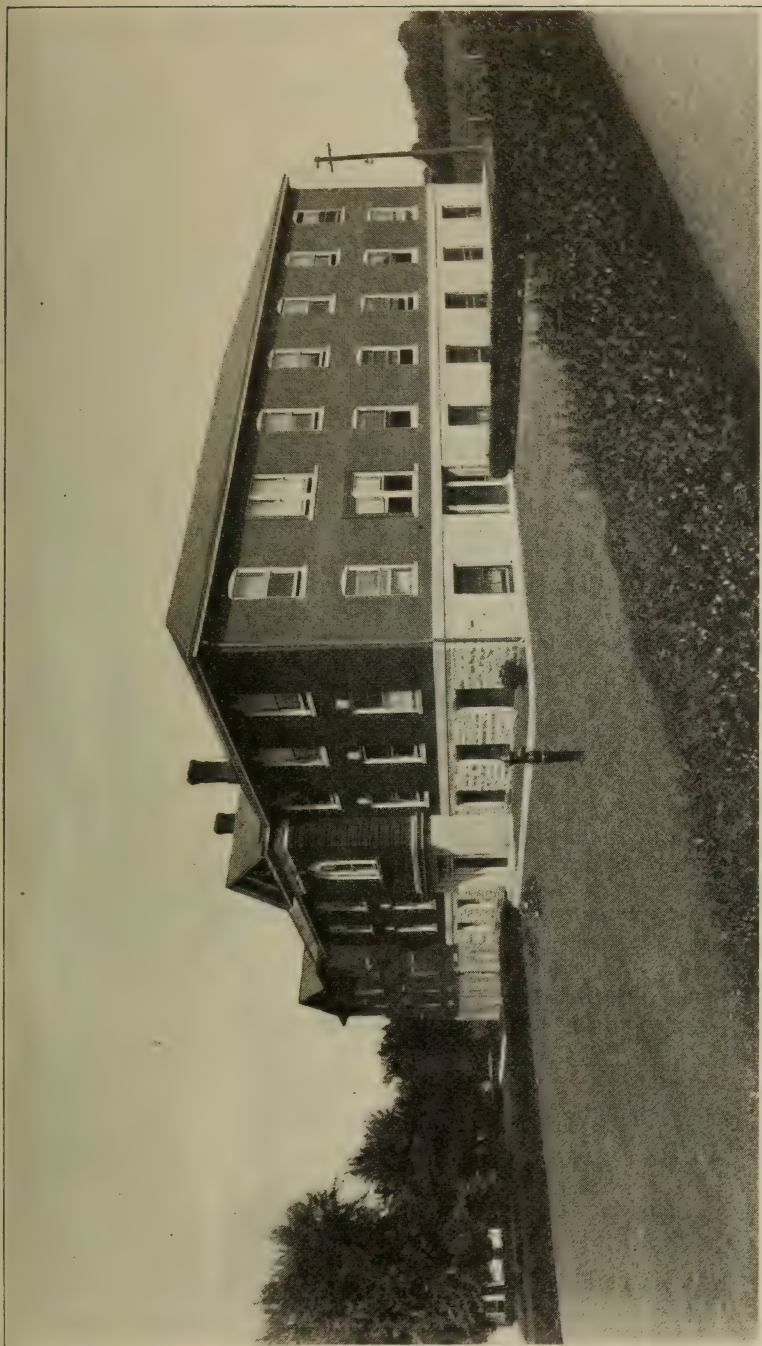
- Shorthand
- Spelling
- Correspondence
- Typewriting
- Spelling
- Filing

#### Penning Course:

- Engrossing
- Sketching
- Lettering
- Letter Raising
- Card Writing
- Blackboard Writing
- Flourishing
- Newspaper Drawing

#### Higher Accounting:

- Commission
- Manufacturing
- Corporation
- Wholesaling
- Railroading
- Real Estate
- Banking



YOUNG WOMEN'S DORMITORY



### Books and Stationery.

Higher Accounting need not exceed.....	\$10.00
Shorthand.....	8.50
Penning.....	7.50
Civil Service.....	5.50

### MUSIC DEPARTMENT.

The work of the Music Department embraces a complete course of study in piano, voice, violin, orchestral, instrumental, harmony, counterpart and composition. It is impossible to state definitely the exact time required for the completion of any one course, as it varies in proportion to the ability of the pupil. In music the courses are as follows:

The Teacher's Course requires from one to two years after completing the preparatory course. Students completing this course will be granted a Teacher's Certificate. The Collegiate Course requires from one to two years after completing the Teacher's Course and students graduating from this course will be granted a diploma. The Post-Graduate Course requires from one to two years after completing the Collegiate Course. The degree of Bachelor of Music will be conferred upon students completing this course.

### PREPARATORY COURSE.

**Grade I:** The studies used in this course are: Principles Piano Technique, Finger exercises, scales studies, rudiments of music, hand culture and notation. Studies: Lambert, Cresby, Adams, Jessie Gaynor, Sonatinas, Gualitt, Loeschorn, Kuhlau, Concone, Burgmuller and Heller.

**Grade II:** Scales, chromatics, major and minor. Studies: Kroeger, Expansions and Contractions. Sonatinas of Clementi. Sonatas of Mozart and Haydn; pieces by Schumann, Heller, Mozart, Hayden, Bach, Godard.

**First Year:** Scales, major-minor in thirds, sixths, tenths, appreggio, double thirds, octaves. Studies by Czerny, Crammer, Clementi; Sonata of Hayden. Selections of Beethoven and Mozart, Tschowsky, Moszkowski, Greig, Chaminade, Henslet.

**Second Year:** Scale studies: Czerny, Clementi, "Gradus ad Parnassum." Chopin Octave studies; Bach, "Three-part Inventions." Selections and sonatas from Beethoven, Chopin, Liszt, Debussy, Cyril, Scott, Glazounow, Greig, Bach and Henslet.



**Third Year:** Czerny, Clementi; "Gradus ad Parnassum;" Bach, Preludes and Fugues, selections and sonatas by McDowell, Brahms, Chopin, Schuman, Concertos by Liszt and Saint-Saens.

**Fourth Year:** Studies: Clementi. Paganini-Liszt, Bach, Well Tempered Clavichord, etc. Concertos, sonatas, selections from Brahms, Tschaikowsky, Saint-Saen, DeBussy, Rafel, Rimsky-Korsakoff and Rubinstein.

**Post Graduate:** Studies: Chopin, Liszt, Paganini, Brahms, concertos, sonatas and selections from Bach, Ravel, DeBussy and Rubinstein.

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### VOICE.

**First Year:** Preparatory Course—Tone production, tone placement, correct breathing, grace of carriage, standard vocal studies are required, selections of songs from the best French, Italian, English and American composers.

**Second Year:** Vocalization, diction, better breath control, more volume of tone; scales, phrasing, stage presence, poise, musical interpretations—in fact every detail which in any way adds to the efficiency of the singer.

**Third Year:** Vocalist-Panofka, Concone, opus 9. Marchesi, Bordogni, Vaccai. Songs: German, French, English and Italian.

**Fourth Year:** More difficult studies; solos from the standard oratorios and operas. Those taking this course must be able to play accompaniments and read at sight. They must also have completed the full course in History of Music and the first four periods of Theory.

**Fifth Year:** Bachelor of Music—Continuation of study for complete mastery of vocal art. This course prepares those for artistic singing in concert work and those who wish to become teachers of singing.

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### VIOLIN.

The Lincoln University Violin Department offers not only a special course in violin instruments, but lessons on the mandolin and the guitar are also given, together with the application of all string instruments. Those in the department are encouraged in ensemble work in its various forms; duets, trios, etc., as well as entrance into the Orchestra and Mandolin Club.

The course in violin instruction covers the following work: Holman of Violin Technique is used in bowing and fingering and applied to the scales, arpeggios, octaves, thirds, sixths, tenths. C. H. Hemmings, Danola, Otto Langles, Kreutzer studies are

also used. Classes in sight reading and ensemble playing for tone and accuracy. Special attention is given to the training of children and development of temperament and artistic style.

An extra fee of \$2.00 per month is charged for the course.

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### HOME NURSING DEPARTMENT.

**First Year:** The following topics are studied during the first year: Bedmaking, the different kinds of baths, hygiene of the sickroom, first aid to the injured, bandaging and the like.

**Second Year:** Methods of handling weights and measures, infectious diseases, fevers, how to read and report symptoms, care of infants and children, disinfectants and diets.

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### CARE OF THE SICK.

Beginning with September, 1918, a beginning course in Practical Hygiene was started at Lincoln University and a hospital room was provided in the girls' dormitory and one in the boys' dormitory for slight cases of illness. The nurse's services are free, but a charge of 75 cents per day is levied for diet and hospital equipment. Should the illness become serious, the doctor will be called at the student's expense.

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### DEPARTMENT OF MECHANICAL ARTS.

The following are taught: Auto-Mechanics, Blacksmithing, Woodwork, Shoemaking and Tailoring.

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### MECHANICAL DRAWING.

**Mechanical Drawing I:** Names and uses of the instruments, lettering, geometrical drawing and introduction to shop drawing.

**Mechanical Drawing II:** A continuation of course I, giving practice in orthographic projection of more complicated objects and surface developments, sections, isometric drawing and cabinet projections and some plates of practical drawings of machine parts.

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## WOOD WORKING.

**Carpentry I:** A course in tool technique, with special emphasis upon the use and care of tools.

**Carpentry II:** The principles of joinery as applied in simple cabinet work. Wood finishing and practical work in furniture repairs.

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## CABINET MAKING.

**Cabinet Making I:** The designing and construction of simple furniture with emphasis upon the proportions and standard sizes of different types.

**Cabinet Making II:** A study of period styles of furniture and the construction of an article of period furniture; brief history of manual training, the equipment of a woodworking room and formulation of a course of study.

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## WOOD TURNING.

**Wood Turning I:** Use of the gauge, calipers, round nose, parting tool and skew during work on the face plate and spindle; and the relation of the turning lathe to that the pattern makes.

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## SHOEMAKING.

The course in shoemaking covers a period of two scholastic years, and certificates will be given to the students who successfully complete this course.

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### First Year.

**First Semester:** Draughting, cutting and fitting uppers. The study and preparation of sole leather, repairing shoes; welts, McKays and turns. Students will be given instruction by hand in order to give thorough knowledge of the trade, but emphasis is placed on repairing by machinery. Text books will be used in studying and demonstrating all parts of machinery used to enable students to become expert operators.

**Second Semester:** Special emphasis is placed on operation of machinery. All kinds of repairing will be done. The instructor will arrange for classes to visit the different repairing establishments in the city. Bottoming, new work. Theory classes, lectures will be given throughout the course.

### Second Year.

**First Semester:** Draughting, cutting and fitting uppers. Students will be given an opportunity to make shoes for themselves, as well as for teachers and students of the Institution. Emphasis will be placed on the process of manufacturing. The study of sole leather, upper leather and dyes. Classes will be taken into the various shoe factories to study methods of manufacturing, and the different models and makes of machinery used.

**Second Semester:** A review of the work covered. Helpful hints, emphasizing shoe repairing. Dyeing, tanning and manufacturing will be carefully studied in an effort to arouse and awaken the students to the great possibilities before them. Textbooks will be used treating all branches.

During this semester lectures will treat on the operation of business, winning and holding customers, etc.

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### TAILORING.

**First Term:** Care of the shop, position of the board; practice in the use of the needle and thimble in basting; backstitching, felling, serging and the size of needles for the various stitching.

Button holes of French, narrow and English broad; pocket tacking with bars and crowfeet, tacking linings with herring bone, chain stitching with many other fancy stitches. Method and style of sewing on buttons, beginning, cleaning and pressing. Names of tools, etc.

**Second Term:** Review of previous work. Simple work in busheling, setting several styles of patches and darning by hand and machine; cleaning and pressing of garments; studies in the chemistry of cleaning, machine practice, the regulation of its care; theory classes on making trousers; the pockets and other parts of trousers.

### Second Year.

**First Term:** Joining and shaping of trousers; overall pant-making; artistic machine stitching in finishing; altering garments to produce the desired effect.

**Second Term:** Making vest pockets; edge stay fitting and holding edge collar and lapel padding; plain and fancy vest sewing; theory in double vested breast making with and without collars. Review covering all work taken in. Trade talks.



### Third Year.

**First Term:** Joining and shaping of trousers; overall pant, double-breasted coats to try-on, fitting, taking measures and drafting trousers. Drafting pants, vests, collars and fronts for overcoats.

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### AUTO MECHANICS.

This course is designed to give the student a thorough knowledge of the automobile. After the completion of the course the student is able to do all the repairing necessary to keep a car in good running condition.

The course consists of the study of the gas engine, crank shafts, connection rods, pistons and piston rings, the care of the spark plug, correct way of installing spark plugs. How to obtain the right compression in the cylinders; locating and removing knocks in the engine; the proper lubricating of the engine car; the proper care of the carburetor; the adjusting and proper care of the carburetor; proper timing of the valves; the timing of the ignition; study of the different ignition used on cars.

During the entire course lectures are given on the whole of the car, rules of the road, correct position to maintain at the steering wheel, the different speeds and how to make the proper shifts, road repairing of tires, emergency devices used on the road. A complete study is made on the troubles of the engine, clutches and carburetors.

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### BLACKSMITHING.

The course in blacksmithing consists of developing mechanics to do the work required in the modern shops to-day. The automobile has replaced the wagon and buggy to a great extent, but the work of a first-class blacksmith is necessary, in order to do the work connected with auto repairs. Every student taking auto mechanics is required to do the following before he is granted a certificate from the Automobile Department:

1. Name and use of the blacksmithing tools and appliances.
2. Care and use of the forge.
3. Building fires and the kind of fires for each process, welding, binding, twisting, and the temperature of iron and steel.
4. Making and tempering chisels, hammers, screwdrivers, etc., mechanism of the car, rules of the road, correct position to maintain at the steering wheel, the different speeds and how to make the proper shifts, road repairing of tires, emergency devices used on the road. A complete study is made on the troubles of the engine, clutches and carburetors; mending and care in handling



iron setting, auto springs; preparing iron for the following welds; lap weld, dove tail, butt weld and the V weld.

In connection with the repair of automobiles the student is taught to fill an automobile wheel and to make and put on tires. A study is made of the different grades of iron in order to acquaint the student of the right kind of iron or steel used for the various parts of the car or wagon. The course runs through two years. The student is taught from drawings. Theory classes extend throughout the entire course.

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### HIGH SCHOOL DEPARTMENT.

The High School Department covers four years of secondary work.

There are four high school courses, four years in length. Students will be registered for one of the courses.

To be admitted to the Freshman High School Class, students must have completed the eighth grade work of the public school or its equivalent. Students for advanced standing will be required to present a certified record of the work done in the school from which they come or pass examination in subjects already pursued by the students in the class to which they desire admission. Each student carries four subjects at any one time and recites five times a week in each subject.

For graduation sixteen units of work must be satisfactorily completed. The diploma will be granted to those who complete the course.

# COURSES OF STUDY

## COLLEGE PREPARATORY.

First Year.		Second Year.	
English 1	1 unit	English	1 unit
Algebra 1	1 unit	Plane Geometry	1 unit
Foreign Language	1 unit	Foreign Language	1 unit
Elective	1 unit	Elective	1 unit
Third Year.		Fourth Year.	
English	1 unit	English	1 unit
Physics	1 unit	American History	1 unit
Algebra II	$\frac{1}{2}$ unit	Elective	2 units
Elective	$1\frac{1}{2}$ unit		

## HOME ECONOMICS.

First Year.		Second Year.	
English	1 unit	English	1 unit
Algebra 1	1 unit	Home Economics	1 unit
Home Economics	1 unit	Physiology and Hygiene	1 unit
General Science	1 unit	Elective	1 unit
Third Year.		Fourth Year.	
English	1 unit	English	1 unit
Home Economics	1 unit	Chemistry	1 unit
General Science	1 unit	Home Economics	1 unit
Elective	1 unit	Elective	1 unit

## COMMERCIAL COURSE.

First Year.		Second Year.	
English	1 unit	English	1 unit
Algebra 1	1 unit	Bookkeeping	1 unit
General Science	1 unit	Commercial Arithmetic	1 unit
Penmanship	$\frac{1}{2}$ unit	Commercial Geography	$\frac{1}{2}$ unit
Spelling	$\frac{1}{2}$ unit	Commercial Language	$\frac{1}{2}$ unit
Third Year.		Fourth Year.	
English	1 unit	English	1 unit
Shorthand	1 unit	Shorthand	1 unit
Typewriting	1 unit	Typewriting	1 unit
Elective	1 unit	Elective	1 unit

**MANUAL ARTS.**

<b>First Year.</b>		<b>Second Year.</b>	
English	1 unit	English	1 unit
Algebra 1	1 unit	Plane Geometry	1 unit
General Science	1 unit	Mechanical Drawing	$\frac{1}{2}$ unit
Mechanical Drawing	$\frac{1}{2}$ unit	Manual Training	$\frac{1}{2}$ unit
Manual Training	$\frac{1}{2}$ unit	Elective	1 unit
<b>Third Year.</b>		<b>Fourth Year.</b>	
English	1 unit	English	1 unit
Physics	1 unit	Manual Training	$\frac{1}{2}$ unit
Mechanical Drawing	$\frac{1}{2}$ unit	Mechanical Training	$\frac{1}{2}$ unit
Manual Training	$\frac{1}{2}$ unit	Elective	2 units
Electives	1 unit		

**Note:** All students are required to take Physical Education.

No credit is allowed in Bookkeeping, Shorthand, or Type-writing for less than a unit of work.

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**DESCRIPTION OF COURSES.**

**Agriculture:** A general knowledge of the fundamental principles underlying the best agricultural practice of the present day. Application of these principles to local conditions as revealed by a careful study of them in Missouri. Textbooks, bulletins, lectures, recitations and laboratory work. Soils, plants propagation, cereal crop, forage crops, farm animals, dairying, plant diseases, and kindred subjects to be formed in a general course in Agriculture. Credit 1 unit.

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**ART.**

**Art I:** Beginning with elementary freehand drawing and progressing to more advanced work in outline, relief, light and shade, taken from life, casts, nature drawing, sketching and perspective in its application to interior and exterior. Media: pencil, charcoal, crayon, pen and ink, water color and pastel. Credit  $\frac{1}{4}$  unit.

**Art II:** Drawing from costume model with students in the class selected as models. Media: Charcoal, pencil, water color and pastel. Credit  $\frac{1}{2}$  unit.

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**COMMERCE.**

1. **Business Arithmetic:** A review of the principles and operations of arithmetic encountered in actual business. Credit  $\frac{1}{4}$  unit.

2. **Typewriting:** Mastery of the keyboard by touch method. The student is given a series of exercises in writing words and sentences and business letters. Special attention is placed upon speed and accuracy. Credit  $\frac{1}{2}$  unit.

3. **Bookkeeping I:** The elementary principles of bookkeeping are studied; the keeping of accounts, cash, debit and credit. Special emphasis is placed on the opening and closing of accounts, and in making trial balances and statements. Credit 1 unit.

4. **Bookkeeping II:** Prerequisite Bookkeeping 1. Study of the principles and procedure of a large business. Credit  $\frac{1}{2}$  unit.

5. **Penmanship:** The aim of this course is to teach the student the proper position of holding the pen, the arm movement and how to write a rapid and legible hand. Credit  $\frac{1}{2}$  unit.

6. **Commercial Geography:** A study of commercial industries along the line of the four prime wants of man—food, clothing, shelter and transportation. Credit  $\frac{1}{2}$  unit.

7. **Stenography I:** Mastery of the principles is the aim of this course. Special attention is given to correct formation of characters and outlines, and contrast drills in reading and shorthand notes. Credit 1 unit.

8. **Stenography II:** Development of dictation and transcription speed. Credit  $\frac{1}{2}$  unit.

9. **Commercial Law:** The aim of this course is to acquaint the students with the important points of business law that they may be able to avoid making mistakes from a lack of legal knowledge. Credit  $\frac{1}{2}$  unit.

10. **Business Methods:** This course gives a thorough drill in business English, spelling, letter writing, use of the adding machine, etc. Credit  $\frac{1}{2}$  unit.

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**DOMESTIC ART.**

**Sewing I: Elementary Sewing:** History of the implements used in sewing; methods of using scissors and needles, thread and thimble and tape measure; study of construction of material; fundamental stitches used in hand sewing and their application to simple garments and household articles; care and use of the sewing machine. Credit 1 unit.

**Sewing II: Advanced Sewing:** The use of the drafted and commercial patterns; hand and machine sewing; taking measures; cutting and fitting. Emphasis is placed on artistic and skillful hand sewing and the application of the principles of design. Credit 1 unit.

**Sewing III: Elementary Dressmaking:** Careful study of appropriate cotton and linen fabrics; study of purpose; selection of design adapted to purpose; selection of materials adapted to purpose, construction, calculation of cost, scoring and comparison of quality and price with those of the ready made garment. Planning and making of cotton or linen dresses. Credit 1 unit.

**Sewing IV. Art Needlework:** Simple stitches used in embroidering; forms of artistic and fancy stitching used for the finishing and decoration of clothing and house furnishings; various ways of padding and outlining and their applications. French embroidery, smocking, tatting, knitting and crocheting. Credit 1 unit.

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## DOMESTIC SCIENCE.

**Cookery I:** Study of the fuels and combustions, coal and gas range, fireless cooker, dishwashing, measurements. Study of fuel value, digestion and cooking of foods rich in carbohydrates, mineral matter, water and protein. Credit 1 unit.

**Cookery II:** Salad making; quick bread. Leavening agents and their action; proportions used. Yeast bread, cake making. Credit 1 unit.

**Cookery III:** Frozen desserts; fats; pastry. Study of meats, fish and poultry. Credit 1 unit.

**Cookery IV:** Preservation of food; drying fruit and vegetables, canning by the various methods. Making preserves, jellies, pickles, etc. Table service. Food combinations; marketing. Serving of meals.

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## ENGLISH.

### English I.

Grammar (2-5), Composition (1-5).

This course consists of intensive study of grammar and frequent oral and written composition, at least one narrative theme a week. Special emphasis is placed upon spelling and punctuation and the proper forms of letter writing. Literature (2-5).

The following books will be read for study:



The Sketch Book, by Washington Irving.  
The Gold Bug, Edgar Allen Poe.  
Christmas Carol, Charles Dickens.

For outside reading select any five of the following upon which written and oral reports will be made and credits given:

Bible, Old Testament Stories.  
Cooper, The Last of the Mohicans.  
Kipling, Kim.  
Dickens, The Tale of Two Cities.  
Mark Twain, Huckleberry Finn.  
Poe, Selected Tales.  
Rice, Mrs. Wiggs of the Cabbage Patch.  
Stevenson, Kidnapped.  
Wiggins, Rebecca of Sunnybrook Farm.

### English II:

Composition and Rhetoric ( $\frac{1}{2}$ ).

The principles of Rhetoric must be thoroughly mastered in the second and third years. Much practice is given in written and oral compositions. The Literature will furnish material for description and narration.

### Literature ( $\frac{1}{2}$ ).

The following classics will be studied in connection with the course in Rhetoric:

Ancient Mariner, Coleridge.  
The Merchant of Venice, Shakespeare.  
Ivanhoe, Scott.  
The Deserted Village, Goldsmith.

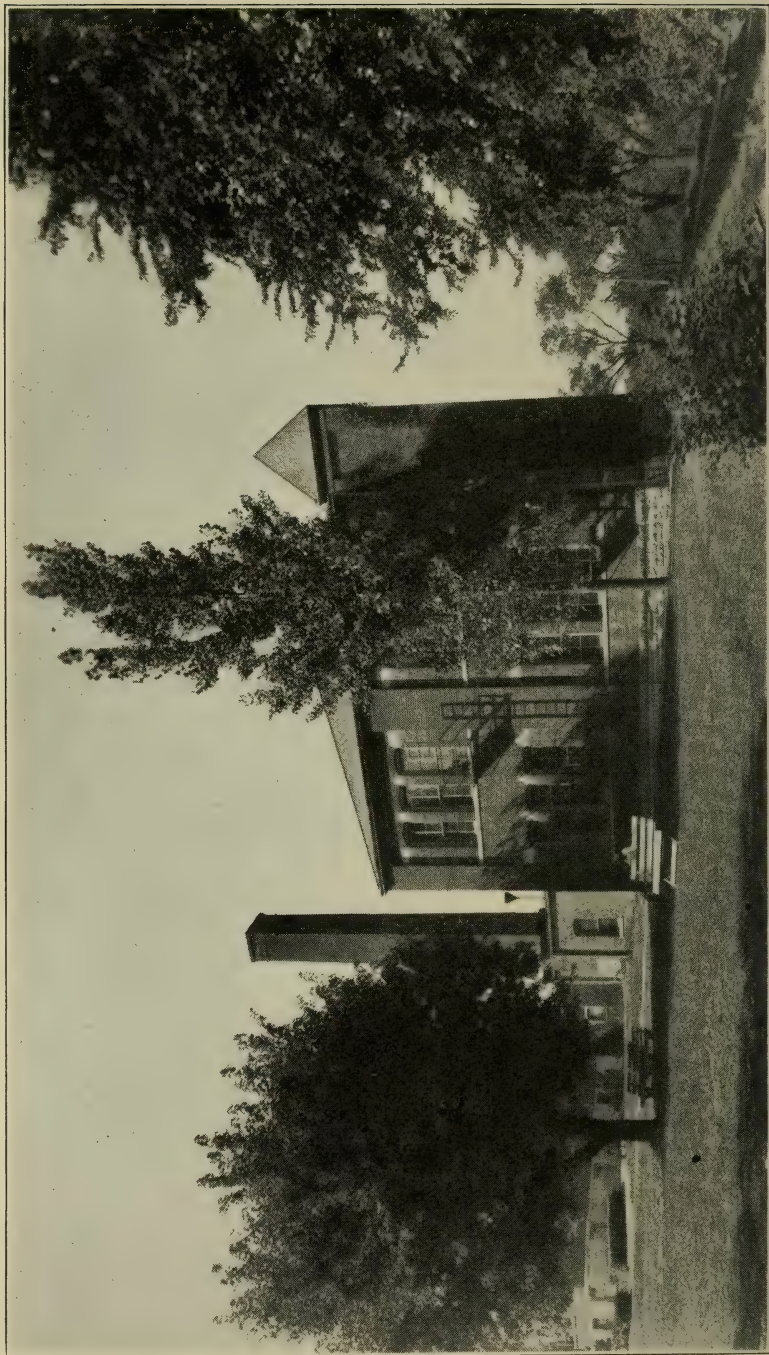
For outside reading select any of the following:

Bible, Ester and Ruth.  
Blackmore, Lorna Doone.  
Bunyan, Pilgrim's Progress.  
Dickens, David Copperfield.  
Hale, The Man Without a Country.  
Kipling, Captains Courageous.  
Mark Twain, Prince and Pauper.  
Scott, Kenilworth.  
Warner, Being a Boy.

### English III:

Composition and Rhetoric (2-5).

Here the course in Rhetoric is completed. A number of long themes illustrating the use of description, narration, exposition



MECHANIC ARTS BUILDING

and argumentation are written, examined and rewritten. Every student will be required to write and memorize for public delivery a short oration or declamation. The following classics will be very carefully studied with this work in Rhetoric:

Sir Roger DeCoverly Papers, Addison.  
Silas Marner, Elliott.  
Golden Treasury II, Palgrave.  
Julius Caesar, Shakespeare.  
Selections from Speeches and Letters, Lincoln.

For outside reading select any five of the following:

Bible, Genesis, Joshua, Judges.  
Dana, Two Years Before the Mast.  
Goldsmith, The Vicar of Wakefield.  
Hawthorne, The House of Seven Gables.  
Hughes, Tom Brown's School Days.  
Scott, Quentin Durward.  
Seton, The Trail of the Sandhill Stag.

#### English IV:

Composition ( $\frac{1}{2}$ ).

Composition in this course consists of written addresses, extempore speaking, debates, both oral and written. Long narratives, sustained description and personal sketches. One recitation a week is devoted to Public Speaking.

History and Literature (1-5)

A general review of the history of English Literature will be made with a view of clearly grasping and appreciating the spirit of each literary period.

Text: Long, Outlines of English Literature.

The following classics will be studied:

Minor Poems, Milton.  
Essays on Burns, Carlyle.  
Sesame and Lillies, Ruskin.  
Macbeth, Shakespeare.  
Farewell Address, Washington.

For outside reading select any five of the following:

Austen, Pride and Prejudice.  
Eggleston, The Hoosier Schoolmaster.  
Eliot, Romola.  
Kingsley, Westward Ho.  
Holmes, The Autocrat of the Breakfast Table.  
Parkman, The Oregon Trail.



Shakespeare, As You Like It.  
Wright, The Shepherd of the Hills.  
Van Dyke, The Blue Flower.  
Credit 1 unit.

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## HISTORY.

1. **Ancient History**—The course in ancient history will consist of a study of ancient oriental peoples, the civilization of Africa, Greece and Rome. The differences and clashes of these civilizations will be given special consideration and an effort will be made to point out their influence on modern civilization. Text: West's Ancient History. Credit 1 unit.

2. **Mediaeval and Modern History**—Beginning with the empire of Charlemagne, the various changes in the church during the Middle Ages are studied. The two great movements, the Renaissance and Reformation, are compared and their influences on existing institutions and schools of thought is shown. The old regime, the French revolution and the establishment of the various countries in Europe, and the industrial revolution are studied. The course ends with a consideration of the advancement made during the 19th century in society, science, education, and religion, and the important movements of the 20th Century. Credit 1 unit. Text: Robinson and Beard's, "Our Own Times."

3. **American History**—This course gives a general history of the American people from the discovery of the new world to the present day. Special emphasis is laid upon the principles underlying the development of the American people. Credit 1 unit. Text: Muzzy's American History.

4. **American Negro History**—Required of the students of the third year high school. The slave regime, its causes, its aims and its results will be carefully considered. The history of the Negro in the new republic since the Civil War will constitute the major part of this course. Credit 1 unit. Text: Brawley's History of the Negro will be used as an outline.

5. **Civics**—This course begins with a study of the United States constitution. The various branches of the government are considered as organized and operated under the constitution. Students will be required to do some collateral reading and report on assigned topics. This course will close with a rapid survey of the government of Missouri as an example of state government. Credit  $\frac{1}{2}$  unit.

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### LATIN.

**Latin I: Elementary Latin**—The work in this course will consist of a complete mastery of the fundamentals of the Latin language. The aim is to show the influence of Latin upon English as well as to lay a firm foundation for further study of the language. The reading of continuous discourse will be begun from the beginning. Maps, essays and lectures on the Roman language will constitute a part of this course. Credit 1 unit. Text: Pearson's Essentials of Latin.

**Latin II: Caesar**—Four books of Caesar's Gallic War will be studied. Latin composition one hour a week. Special stress will be placed upon the subjunctive. The history of Roman imperialism in its relation to the conquest and pacification of Gaul will form an important feature in this course. The political and descriptive geography will receive careful attention in the campaigning of Caesar there. Credit 1 unit. Text: Bennett's Caesar's Gallic War; Bennett's New Latin Composition; Latin Subjunctive Syntax.

**Latin III: Cicero**—Cicero's four orations against Cataline and the Manilian Law with the oration for Archias will be read. The political and social history of Rome will be given close study and subjects for investigation and report will be assigned each student. Credit 1 unit. Text: Bennett's Cicero's Selected Orations; Bennett's New Latin Composition; Latin Subjunctive Syntax.

**Latin IV: Virgil**—Six books of Virgil's Aeneid will be read. Latin versification one hour a week with study in Roman Mythology. Notable passages in the great epics of ancient and modern Europe will be compared. Credit 1 unit. Text: Bennett's Virgil's Aeneid; Roman Mythology and Versification.

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### MATHEMATICS.

1. **Algebra I:** Required of all students of the first year High School. In this course emphasis is placed upon clear algebraic expressions, both in symbols and language, clear mathematical thinking, accuracy and rapidity in the mechanical operation, and care in checking the results. Through simultaneous equations. Credit 1 unit.

2. **Plane Geometry**—In this course the early work is largely constructive; inductive, deductive methods are studied. Original demonstrations and practical applications form an important part of the work. Credit 1 unit. Text: Hart and Feldman Plane Geometry.



3. **Advanced Algebra**—This course centers around the quadratic equation. The subject is developed by a more formal process than would have been possible at an earlier stage. Many of the fundamental assumptions and definitions of Algebra are examined. The factor theorem, radical, quadratics, proportion and progression receive the emphasis at this point. The graph is freely used, thus connecting algebra and geometry. Credit  $\frac{1}{2}$  unit. Text: Hawkes' Luby and Touton, Second Course in Algebra.

4. **Solid Geometry**—In this course the student must have completed Plane Geometry. Much importance is attached to ordinary theorems, simple propositions. Credit  $\frac{1}{2}$  unit. Text: Hart and Feldman.

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## MODERN FOREIGN LANGUAGES.

### French.

1. **Elementary French**—This course is designed to give the student accurate pronunciation, concise knowledge of the rudiments of French grammar, ability to understand simple conversation and read simple French. Credit 1 unit. Text: Frasier and Squair's Shorter Course.

2. **Intermediate French**—The study of French grammar is continued with special drill upon all regular verbs and the subjunctive. Daily drill in pronunciation and the writing of French from dictation will be continued. Written and oral resumes of the text will be required. Credit 1 unit. Text: Frasier and Squair's French Grammar; Dumas' *La Tulipe Noire*; Halvey's *L'Abbe Constantine*; Merimee's *Colombia*; Moliere's *Bourgeois Gentilhomme*.

3. **Intermediate and Advanced French**—The work of this year includes the writing of simple original themes in French. Drill in pronunciation and dictation is continued. French composition and conversation. Credit 1 unit. Text: Hugo's *Les Misérables*; Hugo's *Hernani* or Corneille's *Le Cid*; Francois' *Advanced Prose Composition*; Balzac's *Eugenie Crandet*; Dumas' *Les Trois Mosquetaire*.

4. **Advanced French**—A general survey of the history of French literature and short production of important authors will be read in connection with this survey. A French history will be used. Credit 1 unit. Text: Racine's *Athalie*; Buffum's *French Short Stories*; Rostand's *Cyrano de Bergerac*; Hugo's *Notre Dame de Paris*; Moliere's *L'Avare*; Fortier's *Histoire de la Litterature Francaise*.

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### Spanish.

**Spanish I: Elementary Spanish**—During this course the aim will be to lay a good foundation for further study of Spanish. The time will be spent in acquiring the grammatical principles of the language and in the reading of about 150 pages of prose aside from that found in the study of grammar proper. Credit 1 unit. Text: Hill and Ford, First Spanish Course Fuentes and Francois' Trip to America; Meras and Roth's Pequeno Vocabulario.

**Spanish II: Intermediate Spanish**—Grammar will be reviewed. Composition daily. The reading will be from books in literature on commerce and science. Composition will be emphasized. About 300 pages of prose will be read. Credit 1 unit. Texts: Viajando por Sud America, Albes; El Capitan Veneno, Alareon; Spanish-American Composition, Warshaw.

**Spanish III: Intermediate and Advanced Spanish**—The work of this year will be divided equally between literary, practical, and commercial subjects. Specific and free composition will be given a large portion of the time. Both Spanish and South American authors will be read. About 500 pages will be read. Credit 1 unit. Texts: El Si de las Ninas, Maratin; Don Quixote, Cervantes; Commercial Spanish, Mehale; Spanish Newspapers.

**Spanish IV: Advanced Spanish**—This course will be largely a survey of Spanish literature. Spanish magazines and journals will be read. The language of the class room will be Spanish. Credit 1 unit.

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### SCIENCE.

1. **Physics 1**—A course of study dealing with the leading elementary principles of Physics. The course of instruction includes, (a) the study of an elementary text book for the purpose of obtaining a connected and comprehensive view of the subject; (b) individual laboratory work, consisting of experiments requiring double periods. The experiments performed are so distributed as to give a wide range of observation and practice. The exercises are chosen with a view to furnish illustrations of fundamental principles and their practical applications. Throughout the whole course special attention is paid to the solution of numerical problems, requiring the use of the simple principles of Algebra and Geometry. Credit 1 unit. Text: Carhart and Chute.

### PHYSICAL GEOGRAPHY.

The course in geography includes the presentation of the most essential facts and principles of Physical Geography, which are studied in the classroom and laboratory. Credit 1 unit.

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### PHYSIOLOGY.

A full course in descriptive physiology. Personal and public hygiene is stressed throughout the course. Credit 1 unit.

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### GENERAL SCIENCE.

The course comprises lectures, recitations, laboratory and field work. It is the aim to cover a wide field of science, with no attempt to unduly emphasize any of the special sciences. The subject matter is selected with a view to furnish a general and useful scientific information.

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### BOTANY.

**Elementary Botany**—A study of the principal parts of plants; conditions necessary for the performance of their functions; plant composition and structure, and the determination of species. Credit 1 unit. Text: Elements of Botany.

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### BIOLOGY.

**Biology 1**—This course gives the student a real conception of a few principles of animal and plant life and their relations to their surroundings, and to each other, nature of nutrition, growth and reproduction. A study of animals and plants. Much time is given to local species and their economic values. Credit 1 unit.

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### CHEMISTRY.

The instruction offered in Elementary Chemistry is intended to include the subject matter as outlined in a standard textbook of high school grade.

**Method**—The course will consist of lectures and demonstrations by the instructor and recitations and laboratory work by the pupil. Two periods per week of 110 minutes each will be used for the laboratory practice. Credit 1 unit. Text: McPherson and Henderson's Elementary Chemistry with manual.

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### THE ELEMENTARY SCHOOL.

The training school has eight grades corresponding to the grades of the elementary schools of the state. The first five grades will be taught in the Model School and the three upper grades, the B, C, D, preparatory classes, for the most part are taught in the main building.

The pupils of the upper grades, B, C, D, preparatory classes, for the most part are pupils who come to the University from sections where the grading is very low and are not able to meet the entrance requirements of the High School Department.

The regular work of the school is systematically supervised by trained and experienced teachers. They are responsible for the progress of the pupils and the training of the student teachers.

The purpose of the training school is to give the students of the Educational Department actual experience in solving the various problems which confront the teachers. The student teachers are placed in charge of a class and are held responsible for the discipline as well as the teaching.

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### PREPARATORY COURSE.

B Preparatory	C. Preparatory	D Preparatory
Grammar	Grammar	Grammar
Reading and	Arithmetic	Arithmetic
Spelling	Geography	Geography
U. S. History	Reading	Reading
Civics	Spelling	Spelling
Physiology	Writing	Writing
Hygiene	Drawing	Drawing
Gymnastics	Gymnastics	Gymnastics
Musie	Musie	Musie

# GRADUATES 1921-1922

## NINETY-HOUR COURSE.

Monroe, Dorothy	Blackwater
Riggs, Gertrude	Otterville
Sutfield, Sidney	St. Louis

## BACHELOR OF PEDAGOGY (Sixty-hour course).

Aitch, Ethel	Union
Beatty, Adelle	Jefferson City
Cargile, Julia	Jefferson City
Cargile, Mary	Jefferson City
Crosswhite, Eulalee	Columbia
Ferguson, Octavia	Columbia
Hicks, Lucile	Columbia
Majors, Willive	Jacksonville, Ill.
Miller, Helen	Kansas City
Moore, Mary	Jefferson City
Riggs, Julia E.	Richmond
Roberts, Cleo M.	Parsons
Roberts, Mary	Jefferson City
Scruggs, Bernice	Jefferson City
Smith, Ethel	Columbia
Smith, Kathryn	Macon
Smith, Myrtle	Macon
Sneed, Lucile	Columbia
Taylor, Rosa	Louisville, Ky.
Thompson, Green W.	Ashley
Viley, Ambrosa	Huntsville
Viley, James G.	Huntsville
Wallace, Jessie A.	Kansas City
White Corrinne	Nowata, Okla.
White, Lerline	Nowata, Okla.
Williams, Edith	Columbia

## THIRTY-HOUR COURSE.

Aitch, Alma	Union
Botts, Pauline	Wathena, Kan.
Bowman, Gladys	St. Louis
Boykin, Marie	Poplar Bluff
Davis, Christine	Kansas City



Elliott, Estelle.....	Columbia
Gravette, Bernard.....	Cape Girardeau
Kimbrough, Dorothy.....	Columbia
Gray, Ida.....	St. Charles
Drake, Malinda.....	New London
King, Ruth.....	Jefferson City
Jackson, Thelma.....	Chesterfield
Parker, Marguerite.....	St. Louis
Purkerson, Julia.....	Cameron
Smith, Zelma.....	Springfield
Washington, Ethel.....	Columbia

## HIGH SCHOOL DEPARTMENT.

Aitch, Uncas.....	Union
Barnes, Harry.....	Hannibal
Bayne, Roscoe.....	Higbee
Bell, Clara.....	Hannibal
Bennett, Ollie.....	Fulton
Bostick, Ina.....	Murphysboro, Ill.
Brown, Hubert.....	Carthage
Brookes, Earl.....	Fulton
Carter, Helen.....	Moberly
Childers, Vera.....	Wagoner, Okla.
Conley, Elmossie.....	Guthrie
Douglass, Fred.....	Eolia
Davis, Lillian.....	Haskell, Okla.
Davis, Harley.....	Nevada
Dorton, Frances.....	Jefferson City
Gilbert, Irma D.....	Muskogee, Okla.
Gravette, Marvin.....	Cape Girardeau
Harris, Edna.....	Muskogee, Okla.
Haley, Leon.....	Canon City, Colo.
Holdier, Marguerite.....	LaGrange
Johnson, Joel.....	Williamsburg
Johnson, Laurentine.....	Hannibal
Jordan, Lucile.....	Oklahoma City, Okla.
Kelley, John.....	Easley
Lindsay, Lillian.....	Joplin
McGee, Fay.....	Richmond
Moore, Josephine.....	Jefferson City
Moore, Viola.....	Jefferson City
Mitchell, Gladys.....	St. Louis
Payne, Gladys.....	New Franklin
Pearley, Allene.....	Liberty
Seymour, Paul.....	Kansas City
Smith, Fern.....	Poplar Bluff

VanBuren, Maggie.....	Fulton
Washington, Beulah.....	Columbia
Seymour, Pearley.....	Liberty

### COMMERCIAL COURSE.

Foster, R. J.....	Gilliam
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### CIVIL SERVICE AND RAILWAY MAIL.

Garner, Horace.

### STENOGRAPHIC COURSE.

Baker, Emmett W.....	Paducah, Ky.
Cropp, Frances.....	Glasgow
Donaldson, Christine.....	Glasgow
Florence, Ellen.....	Shelbyville
Stackhouse, Edward.....	
VanBuren, Maggie.....	Fulton

### PENMANSHIP.

Harris, Cozetta.....	Commerce
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### CARPENTRY AND MANUAL TRAINING.

Washington, R. L.....	Columbia
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### MANUAL TRAINING.

Hughes, W. B.....	Hannibal
King, Guy.....	Jefferson
Viley, J. H.....	Huntsville

### NURSE TRAINING.

Burney, Cora.....	Carthage
Haley, Leon.....	Canon City, Colo.
Jackson, Thelma.....	Chesterfield

### AUTO MECHANICS.

Brady, William.....	DeSoto
Evans, William R.....	Vernon, Okla.
Williams, LeRoy.....	St. Louis

# REGISTER OF STUDENTS 1921-1922

## JUNIOR COLLEGE CLASS.

Johnson, George H.	Lenopah, Okla.
Monroe, Dorthy Bell	Blackwater
Riggs, Gertrude Leah	Otterville
Sutfield, Sidney	St. Louis

## SOPHOMORE COLLEGE CLASS.

Aitch, Ethel	Union
Beatty, Adelle	Jefferson City
Cargile, Julia	Jefferson City
Cargile, Mary	Jefferson City
Crosswhite, Eulalee	Columbia
Dickerson, Hortense	Chickasha, Okla.
Ferguson, Octavia	Columbia
Goins, Virgil	Richmond
Hicks, Lucille	Columbia
Johnson, Elmer	St. Louis
Lee, Bishop Allen	Salisbury
Majors, Willive	Jacksonville, Ill.
Miller, Helen	Kansas City
Moore, Mary	Jefferson City
Riggs, Julia	Richmond
Roberts, Cleo	Parsons, Kan.
Roberts, Mary	Jefferson City
Scruggs, Bernice	Jefferson City
Smith, Ethel	Columbia
Smith, Katherine	Macon
Sneed, Lucille	Columbia
Starks, Cecil	Chickasha, Okla.
Taylor, Louie	Muskogee, Okla.
Viley, Gordon	Huntsville
Wallace, Jessie A.	Kansas City
White, Corinne	Nowata, Okla.
White, Lerline	Nowata, Okla.

## FRESHMAN COLLEGE CLASS.

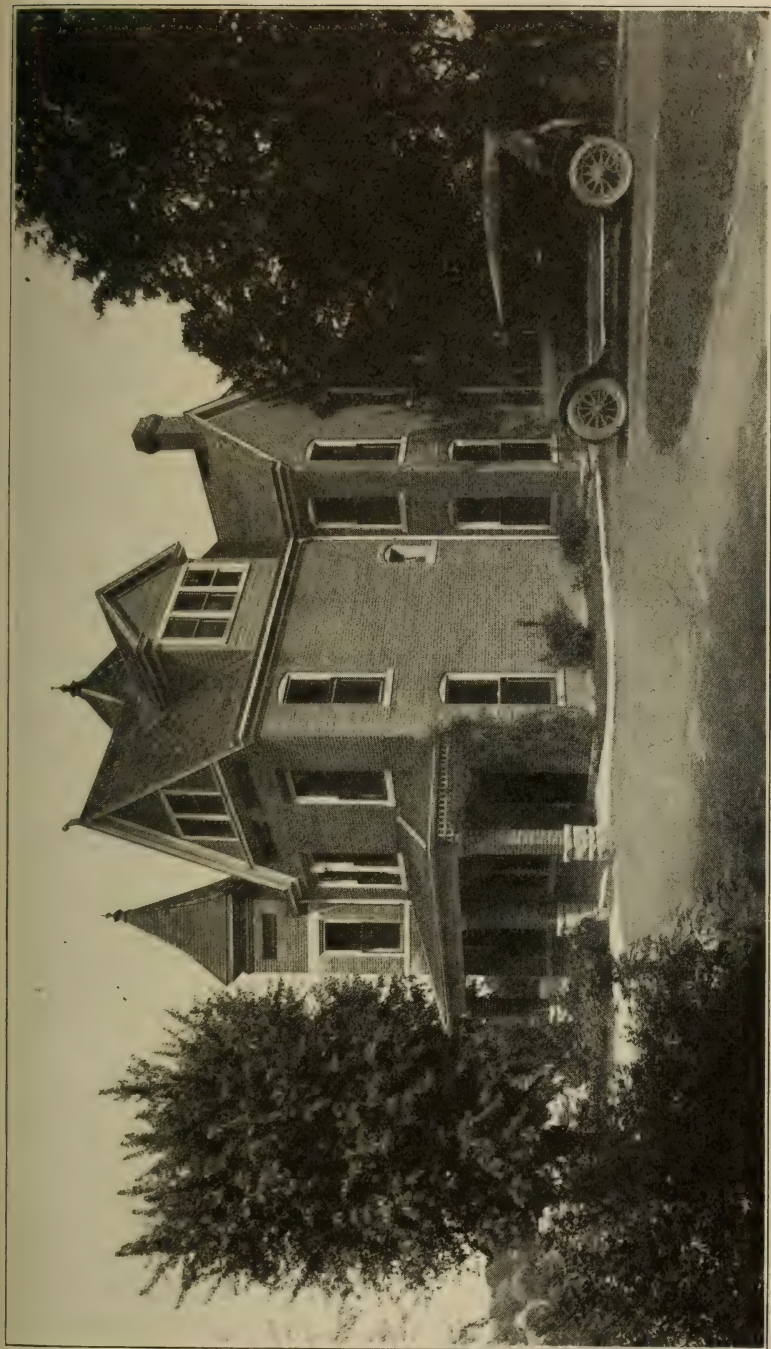
Abington, Onward	Jefferson City
Aitch, Alma	Union
Botts, Pauline	Wathena, Kan.
Bowman, Gladys	St. Louis

Boykins, Marie	Poplar Bluff
Brooks, Earl	Fulton
Davis, Christine	Kansas City
Douglas, Esque	Hannibal
Edmonds, Marie	Kansas City
Elliott, Estelle	Columbia
Gravette, Bernard	Cape Girardeau
Jackson, Thelma	Chesterfield
Johnson, Joel	Williamsburg
Kimbrough, Dorothy	Columbia
King, Ruth	Jefferson City
Pearley, Seymour	Liberty
Parker, Margeurite	St. Louis
Purkerson, Julia E. A.	Cameron
Reedy, Walter	Joplin
Smith, Zelma	Springfield
Thomas, Roberta	Springfield
Washington, Ethel	Columbia
Wilson, Raleigh	Boynton, Okla.

### SENIOR HIGH SCHOOL.

Aitch, Uncas	Union
Barnes, Harry	Hannibal
Bayne, Roscoe	Higbee
Bell, Clara	Hannibal
Bennett, Ollie	Fulton
Bostwick, Ina	Murphysboro, Ill.
Brown, Hubert	Carthage
Carter, Helen	Moberly
Childress, Vera	Wagoner, Okla.
Conley, Elmossie	Guthrie
Davis, Harley	Nevada
Davis, Lillian	Haskell, Okla.
Dorton, Frances	Jefferson City
Douglas, Frederick	Eolia
Gilbert, Irma D.	Muskogee
Gravette, Marvin	Cape Girardeau
Haley, Leon H.	Canon City, Colo.
Harris, Edna	Muskogee, Okla.
Holdier, Margeurite	LaGrange
Johnson, Laurentine	Hannibal
Jordan, Lucille	Oklahoma City, Okla.
Kelly, John	Easley
Lindsay, Lillian	Joplin
McGee, Gussie Faye	Richmond
Mason, Leonell	Kansas City





PRESIDENT'S RESIDENCE



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Mills, Lewis	Poplar Bluff
Mitchell, Gladys	St. Louis
Moore, Josephine	Jefferson City
Moore, Viola	Jefferson City
Payne, Gladys	New Franklin
Pearley, Allene	Liberty
Robinett, Anna	Easley
Ross, Sadie A.	Clayton
Seymour, Paul	Kansas City
Smith, Fern	Poplar Bluff
VanBuren, Maggie	Fulton
Washington, Beulah	Columbia

### JUNIOR HIGH SCHOOL.

Alexander, Thomas Rose	Los Angeles, Cal.
Alnutt, Mercedes	Chillicothe
Bailey, Gary	Huntsville
Bell, Princess Corinne	Marshall
Bell, Mary Tamar	Independence
Boykins, Frankie	Poplar Bluff
Brady, William	DeSoto
Brown, Samuel	Joplin
Burney, Cora	Carthage
Carr, Edith	Moberly
Cassaday, Ella	Palmyra
Collins, Charles	Wybark, Okla.
Collins, Clarence	Wybark, Okla.
Collins, Pearl	Wybark, Okla.
Cox, Billie	Wetumka, Okla.
Cropp, Bernice	Springfield
Davis, Leona	Hannibal
Donaldson, Bruce	St. Louis
Donaldson, Christine	Glasgow
Douglas, Simon	Eolia
Duncan, Charles	Clarksville
Falls, Robert	Marshall
Farmer, Levania	Jefferson City
Florence, Ellen	Shelbyville
Fry, Edward	Mexico
Gantt, Clarence	Liberty
Gholston, Lena	Oklahoma City, Okla.
Gibbs, Rebecca	Mexico
Haley, William	Canon City, Colo.
Hamilton, Everett	Marshall
Hardiman, Milton	California

Harris, Frank	Boonville
Harris, Gertrude	Boonville
Harvey, Vactor	Naptonville
Hawkins, Edna	Edina
Hawkins, Helen	Shreveport, La.
Hawkins, Lena	Boley, Okla.
Hickman, Benjamin	Lebanon, Ill.
Hopkins, Elizabeth	Blaines, Miss.
Hubbard, Norman	Tipton
Hurley, Welcome	Moberly
January, Edward M.	Leavenworth, Kan.
Jenkins, Boyd	St. Charles.
Lane, Lucile	Murphysboro, Ill.
Lawrie, Pauline	Independence
Leonard, Victoria	Boley, Okla.
Logan, Marvel M.	Slater
Logan, Percy	Fulton
McMimm, Lulu	St. Louis
McNabbe, Johannah	Ste. Genexieve
Mitchell, Vermal	New Madrid
Nance, Ione	Boley, Okla.
Payne, Portia	Fulton
Palmer, John	Mexico
Pettis, James K.	Macon
Pondexter, Arthur	Blackwater
Pondexter, David	Blackwater
Poston, Cornell	Fulton
Ragland, Joseph	Paris
Range, Mabel	Canton
Reeves, Cleora	Boulders, Colo.
Reid, Willie	Tallahassee, Okla.
Robinson, Charles	Liberty
Rogers, Olivia	Festus
Scott, Mildred	St. Louis
Settles, Hazel	Mexico
Schumake, Lucile	McAlester, Okla.
Smith, Ivory B. F.	Mound City
Spencer, Octavia	Poplar Bluff
Terry, Adolph	Slater
Thompson, Martha	Pleasant Hill
Walton, James	Brownsville, Tenn.
Washington Dorothy	Liberty
Williams, Arizona	Murphysboro, Ill.
Wilson, Callie	Knoxville, Tenn.
Winfrey, Blanche	Chillicothe
Young, George	California

## SOPHOMORE HIGH SCHOOL.

Alberty, Lillian	Wagoner, Okla.
Allen, Julia	Jefferson City
Bland, George	Joplin
Bouldin, Gladys	Canton, Miss.
Clinton, James	Charleston
Coble, Ray	Clearmore, Okla.
Cooper, Opal	Fulton
Coxton, Verlalia	Marshall
Cropp, Eva	Glasgow
Davis, Chas.	DeSoto
Davis, John	Clarksville
Evans, Warner	Vernon, Okla.
Flemming, Gladstone	St. Charles
Garland, Lucille	Roswell, N. M.
Gist, Pierce P.	St. Louis
Goines, Helen	Louisiana
Gray, Hester Ann	St. Joseph
Grass, Ray J.	California
Harris, Clifton	Hannibal
Harris, Cozetta	Commerce
Harris, Delmo	Hannibal
Harris, Mildred	Boonville
Hergins, Clementine	Marshall
Halmes, Charles	Jefferson City
Humphrey, Frank	Clifton Hill
Jackson, Velma	Carthage
Jamerson, Leora	Jefferson City
Johnson, Ruth	Richmond
Johnson, Elizabeth V.	Independence
Jones, Eddie	Springfield
Jones, Ruby	Deumaine, Ill.
Jones, Victoria	Jefferson City
Kendrich, Jewell	Chicago, Ill.
Lee, Lillian M.	Jefferson City
Lee, Millie	Jefferson City
Lewis, Wendell	Slater
McMimm, Charles	Festus
Maupin, Venita	Palmyra
Meade, Lillian	Marshall
Perkins, Bernard	Helena, Ark.
Petty, Alverna	Joplin
Robinson, Othal	Tipton
Robinson, Tolson	Liberty
Ross, Cornelus	Louisiana

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Scott, Imogene	Carthage
Settles, Dorothy	Mexico
Sidney, Alberta	Plattsburg
Terrel, Jane	Clarence
Thomas, Arthur	Fulton
Wheeler, Lamont	Elsberry
White, Josephine	McBaine
Williams, Leroy	St. Louis
Wright, Hester	Gilliam

**FRESHMAN HIGH SCHOOL.**

Akins, Rachel	Festus
Alford, Arthur	King City, Colo.
Baker, Elizabeth	Muskogee, Okla.
Beal, Julia	Jackson
Boone, Dola	Jefferson City
Brown, Edith	Bowling Green
Borders, Weaver	Tulsa, Okla.
Burton, Roscoe	Keytesville
Carmichel, Leo	Holden
Conley, Marvin	Guthrie
Connors, Thelma	Kansas City
Cork, Margaret	New Madrid
Cropp, Cleopatra	Glasgow
Cropp, Margaret	Glasgow
Cross, Georgia	Alton, Ill.
Cotton, Lelah	Mitch, Okla.
Cox, Emma Etta	Appleton City
Cunningham, Tessie	Netherland
Dibble, Maud	Glasgow
Dixon, William	Jefferson City
Denny, Mary	Jefferson City
Eden, Buckner	Hot Springs, Ark.
Enloe, Lucile	Jefferson City
Fountain, Eurie	Pittsburg, Kan.
Franklin, Stine	Haskell, Okla.
Gilliam, Armintia	Vian, Okla.
Gray, Berdette	St. Joseph.
Green, Janie R.	Holden
Hamilton, Willa	Charleston
Harris, Helen	Webster Groves
Harris, Sadie	Madison
Harrison, Joseph	Kirksville
Harrison, Leola	Haskell, Okla.
Harvey, Ferdinand	Naptonville

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Holman, Harold	Holden
Howell, Olin C	Webster Groves
Hudson, Vernon	Chicago, Ill.
Johnson, Florence	Manchester
Jordan, Andrew	Oklahoma City, Okla.
Kenner, Roy	St. Charles
Knighton, Thelma	St. Louis
Laden, James	Kansas City
Latting, Mark	Helena, Ark.
Lax, Alena C	Chicago, Ill.
Logan, Flossie	Guthrie
Lome, Corinne E	Joplin
Lucas, Birdie	Sweet Springs
McAdams, Arthur	Clifton Hill
McAdams, Daniel	Clifton Hill
McDonald, Naomi	Clinton
Mayberry, Ethel	Jefferson City
Mayberry, Helen	Jefferson City
Mayberry, Marion	Wichita, Kan.
Mayberry, Lillian	Jefferson City
Nelson, Allen	Callinston
Noble, Robert	Taft, Okla.
Oliver, Beulah	Holt Summit
Patterson, Freda	Jackson
Parker, Alice	St. Louis
Price, James	Bowling Green
Rankins, Sidney	Jefferson City
Redd, Otho	Clarksville
Renfro, Mattie	Oklahoma City, Okla.
Reynolds, Helen	Clarksville
Rohan, Max	Memphis, Tenn.
Rozell, Lavena	Charleston
Stevens, Mildred	Hannibal
Strauther, Walter	Seattle, Wash.
Teeters, Thelma	Huntsville
Thomas, Mercedes	Jefferson City
Trigg, Pearl	Jefferson City
Walls, Sam M	Liberty
Washington, Bernice	Jefferson City
Washington, Turner	Jefferson City
Watts, Vera Lee	Kansas City
Young, Mildred	Joplin



## B PREPARATORY.

Aldrich, Martha.....	Ft. Gibson, Okla.
Beckham, Henry.....	Chicago, Ill.
Carter, Raymond.....	Holt Summit
Carr, Quilard.....	Chicago, Ill.
Damel, Arminta.....	Jefferson City
Dixon, Chal T.....	Helena, Ark.
Dixon, Hughley.....	Helena, Ark.
Douglas, Bragg.....	Eolia
Fewell, Ruby.....	Appleton City
Forrest, Frances.....	Chicago, Ill.
Fulsom, Cathrine.....	Muskogee, Okla.
Gibson, Irvin.....	Detroit, Mich.
Goode, Alton B.....	Ponce de Leon, Fla.
Gordon, Thelma.....	Richmond
Groves, Lillian.....	Charleston
Hammond, Harry.....	Eolia
Hall, Robert.....	Helena, Ark.
Hance, Ellen.....	Chicago, Ill.
Harris, Vernon.....	Tallahassee, Okla.
Jamerson, Roy.....	Jefferson City
Johnson, Alonzo.....	Monroe, La.
Johnson, Gladys.....	Chicago, Ill.
Johnson, Leo.....	Burlington, Iowa.
Jones, Elizabeth.....	Springfield
Jones, James.....	Camp Knox, Ky.
King, B. F.....	Jefferson City
Koontz, Alice.....	New Haven
Lansdown, Albert.....	Jefferson City
LaPlant, Everee.....	St. Louis
Lewis, Malvin.....	St. Louis
Lowe, Edna.....	Joplin
Murray, Dorothy.....	Jefferson City
Pondexter, Nora.....	Blackwater
Ponds, Ruth.....	Porter, Okla.
Ramey, Mary.....	Mexico
Revere, Earl.....	Frankfort
Richardson, Louise.....	Jefferson City
Rose, Blanche.....	New Haven
Sexton, Lucile.....	Jefferson City
Simms, Laura.....	St. Louis
Smith, Everett.....	Wybark, Okla.
Turner, Elmer.....	Croweburg, Kan.
Warren, Elenora.....	St. Louis
Wheeler, Sallie.....	St. Louis

Wells, Charles . . . . .	Glasgow
Woods, Robert . . . . .	Glasgow
Young, Ernestine . . . . .	Linneus
Young, Nathaniel . . . . .	Prairie

**C PREPARATORY.**

Allen, Ruth . . . . .	Jefferson City
Buchanan, Theodore . . . . .	Muskogee, Okla.
Burgett, Helen . . . . .	Jefferson City
Callaway, Wendell . . . . .	Marthasville
Chaney, Elwood . . . . .	Jefferson City
Clark, Lucile . . . . .	Jefferson City
Collins, B. F. . . . .	Jefferson City
Farris, George Henry . . . . .	Jefferson City
Foreman, Gussie . . . . .	Mitch, Okla.
Gray, Alfred . . . . .	Porter, Okla.
Hardie, Julian . . . . .	Chicago, Ill.
Hope, Daniel . . . . .	Eufaula, Okla.
Hughs, Charles . . . . .	Cotton Plant, Ark.
Irvine, Rosetta . . . . .	Joplin
Jenkins, Annabell . . . . .	Clayton
Jones, Wardell . . . . .	Deumaine, Ill.
Moore, Ellis . . . . .	Commerce
Patterson, Louise . . . . .	Lupus
Perkins, Wiley . . . . .	Coalgate, Okla.
Pondexter, Mary . . . . .	Blackwater
Rose, Edward . . . . .	Jefferson City
Solomon, Theodore . . . . .	Joplin
Tucker, Daniel . . . . .	Parsons, Kan.
Turner, James . . . . .	Jefferson City
Warren, Earl . . . . .	Jefferson City
Wines, Gladys . . . . .	St. Louis

**D PREPARATORY.**

Bratton, Ola . . . . .	Chicago, Ill.
Hawkins, Annie . . . . .	Wagoner, Okla.
Johnson, Lee Roy . . . . .	Monroe, La.
Lansdown, Gerald . . . . .	Jefferson City
Richardson, Ida R. . . . .	Jefferson City
Rose, Henry . . . . .	Jefferson City
Slater, Violet . . . . .	Jefferson City
Terry, Samuel . . . . .	Chicago, Ill.
Wilkinson, Lena M. . . . .	St. Louis

## SPECIAL VOCATIONAL STUDENTS.

Foster, Reuben J. ....	Gilliam
Jones, Lucius J. ....	St. Louis
Jones, Vermo. ....	Hutchinson, Kan.
King, Claude. ....	Fulton
Tyrus, John T. ....	Arrow Rock
Washington, Hubert. ....	Columbia
Washington, Robert. ....	Columbia

## SPECIAL STUDENTS.

Beck, Ida. ....	Kansas City
Cropp, Frances. ....	Glasgow
Dunnivant, Helen. ....	New Port, Ark.
Foster, Beverly. ....	Gilliam
Garner, Horace. ....	Elkville, Ill.
Holdier, Theodore. ....	LaGrange
Hughs, Willard B. ....	Hannibal
Lane, Bassett. ....	Jefferson City
Smith, Willie. ....	Jefferson City
Stackhouse, Edward. ....	
Viley, J. H. ....	Huntsville
Williams, Virgil E. ....	Chillicothe
Young, Julia B. ....	Kansas City

## MODEL SCHOOL.

Abbott, Collette. ....	Jefferson City
Abbott, Ruth. ....	Jefferson City
Badger, Vivian. ....	Chicago, Ill.
Brown, George. ....	Jefferson City
Brown, James. ....	Jefferson City
Brown, Katherine. ....	Jefferson City
Brown, Ruth. ....	Jefferson City
Cappel, Roy. ....	Jefferson City
Casey, Harry. ....	St. Louis
Chaney, Roy. ....	Jefferson City
Chappel, Douglas. ....	Jefferson City
Childs, Margaret. ....	Jefferson City
Childs, Nadean. ....	Jefferson City
Cobbs, Elizabeth. ....	Jefferson City
Cobbs, John. ....	Jefferson City
Cole, Allie. ....	Jefferson City
Collins, Goler. ....	Jefferson City
Davis, Victoria. ....	Tulsa, Okla.

English, B. F. ....	Jefferson City
English, Grace. ....	Jefferson City
English, Luvenia. ....	Jefferson City
Ferguson, Geneva. ....	Jefferson City
Graham, Harold. ....	Jefferson City
Johnson, Dorothy. ....	Jefferson City
Johnson, Herbert. ....	Jefferson City
Jamerson, Robert. ....	Jefferson City
Jones, Hamilton. ....	Jefferson City
Logan, Clifford. ....	Jefferson City
Mayberry, Robert. ....	Jefferson City
Parker, Nellie. ....	St. Louis
Patton, Fredia. ....	Jefferson City
Pethy, Audrey. ....	Jefferson City
Price, John. ....	Jefferson City
Richardson, Evelyn. ....	Jefferson City
Richardson, Clementine. ....	Jefferson City
Ramey, Floyd. ....	Jefferson City
Rose, Billie. ....	Jefferson City
Samuels, Tillie Mae. ....	Jefferson City
Simmons, Jemeniee. ....	Jefferson City
Simmons, Vivian. ....	Jefferson City
Tayes, Mildred. ....	Jefferson City
Thomas, Clayton. ....	Jefferson City
Thomas, Cecil. ....	Jefferson City
Thomas, Elino. ....	Jefferson City
Thomas, Leroy. ....	Jefferson City
Treadwell, Flossie. ....	Jefferson City
Trigg, John Henry. ....	Jefferson City
Turner, Robert. ....	Jefferson City
Warren, Clifford. ....	Jefferson City
Walker, Lucille. ....	Jefferson City
Young, Alice. ....	Jefferson City

### SUMMER SCHOOL.

Agee, Carrie. ....	
Alexander, Thomas Rose. ....	Los Angeles, Cal.
Anyhony, E. L. ....	Jefferson City
Banks, Clementine. ....	Chillicothe
Baskett, Georgia. ....	Mexico
Bell, Mabel. ....	Hannibal
Bennett, Ollie. ....	Fulton
Blue, Roxie. ....	Poplar Bluff.
Bragg, Margaret. ....	Fulton
Brinker, Eula. ....	Cotton Plant, Ark.
Broadus, Ruth. ....	Fayette

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Brooks, Mejenta . . . . .	Caruthersville
Burton, Henry . . . . .	Excelsior Springs
Carter, Jennie . . . . .	Appleton City
Carter, Lillian . . . . .	St. Louis
Collins, Charles . . . . .	Wybark, Okla.
Collins, Clarence . . . . .	Wybark, Okla.
Collie, Pearlle Mae . . . . .	Independence
Combs, Stella . . . . .	Holden
Cox, Emma E. . . . .	Appleton City
Damel, Carroll . . . . .	Jefferson City
Dant, Ella B. . . . .	Hannibal
Douglas, Esbue . . . . .	Hannibal
Drake, Malinda . . . . .	New London
Duncans, Mollie . . . . .	Clarksville
Emory, Frank . . . . .	Bunceton
Ellis, Jesse . . . . .	Bunceton
Ellis, Houston . . . . .	Bunceton
Estell, Willa . . . . .	Fayette
Evans, Mattie J. . . . .	Plattsburg
Galvin, Ollie . . . . .	Festus
Gray, Ida D. . . . .	St. Charles
Green, Mrs. L. C. . . . .	Ironton
Hare, Sedalia . . . . .	Sedalia
Harris, Cozetta . . . . .	Commerce
Harris, Frank . . . . .	Boonville
Hendley, Anna . . . . .	Sedalia
Hicks, Nettie . . . . .	Mexico
Hinkle, Charles . . . . .	Labaddie
Howell, Nettie . . . . .	Webster Groves
Jackson, L. K. . . . .	Marshall, Texas
January, Edward M. . . . .	Leavenworth, Kan.
Johnson, Opal . . . . .	Lexington
Johnson, Orpha . . . . .	Lexington
Johnson, Viola . . . . .	Fulton
Jones, L. J. . . . .	St. Louis
Jones, Vermo . . . . .	Hutchinson, Kan.
King, Lucille . . . . .	Jefferson City
Lee, Bishop . . . . .	Salisbury
Lovell, Thomas . . . . .	St. Charles
McCracken, Aramentia . . . . .	Murphysboro, Ill.
McNabe, Johanna . . . . .	Ste. Genevieve
Marshall, Helen . . . . .	Festus
Martin, Bertie . . . . .	Norborne
Nickens, Vivian . . . . .	Jefferson City
Pannell, Nettie . . . . .	Jefferson City
Parker, Loretta . . . . .	St. Louis



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Parson, H. L. . . . .	New Haven
Reynolds, Helen . . . . .	Clarksville
Richardson, Samuel . . . . .	Armstrong
Ross, Sadie . . . . .	Clayton
Sappington, Ruth . . . . .	Columbia
Saunders, Susie . . . . .	Higginsville
Savage, Verona . . . . .	Glasgow
Shropshire, Lulu . . . . .	Hannibal
Smith, Myrtle . . . . .	Macon
Sylvester, Alma . . . . .	Poplar Bluff
Tayes, Grant . . . . .	Jefferson City
Taylor, Mansfield . . . . .	Kansas City
Taylor, Wosa . . . . .	Louisville, Ky.
Terry, Frances . . . . .	Chicago, Ill.
Thompson, Green W. . . . .	Ashley
Tyrus, John T. . . . .	Arrow Rock
Viley, Ambrosia B. . . . .	Huntsville
Walker, Nannie . . . . .	Lexington
Williams, Lenora . . . . .	Higbee
Williams, Mary . . . . .	Cotton Plant, Ark.
Washington, Robert L. . . . .	Columbia

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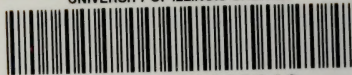








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